

# 10

## FRENCH




### Module 7: Bon voyage!



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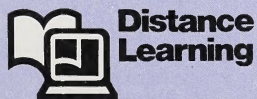


SEP 14 1995

# **French 10**

## **Module 7**

# **Bon voyage!**





## ACKNOWLEDGEMENT

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Teachers (French 10)	✓
Administrators	
Parents	
General Public	
Other	

French 10  
Student Module  
Module 7  
Bon voyage!  
Alberta Distance Learning Centre  
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# Bienvenue au module 7!

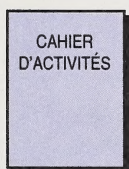
## Welcome to Module 7!

We hope you will enjoy your study of *Bon voyage!* (Have a Good Trip!). In this module you will use a variety of resources:

- the student module booklet
- the student text, *Entrez 1*
- the workbook (*Cahier d'activités*)
- the visuals (vocabulary posters)
- the VHS videotape, which explains the vocabulary visuals
- the workbook audiotapes
- the textbook audiotapes
- the blank audiotapes for recording your oral work
- the French Grammar Booklet
- a good French-English dictionary

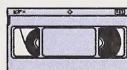
To make it easier to tell when to use which resource, you will be prompted by symbols called icons.

This icon will prompt you to use the textbook.

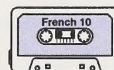


This icon will prompt you to use the workbook.

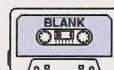
This icon will prompt you to use the videotape.



This icon will prompt you to use one of the prerecorded audiotapes.



This icon will prompt you to use one of the "blank" assignment tapes. (You can use any blank cassette for this purpose, not only the tapes that came with your course.)





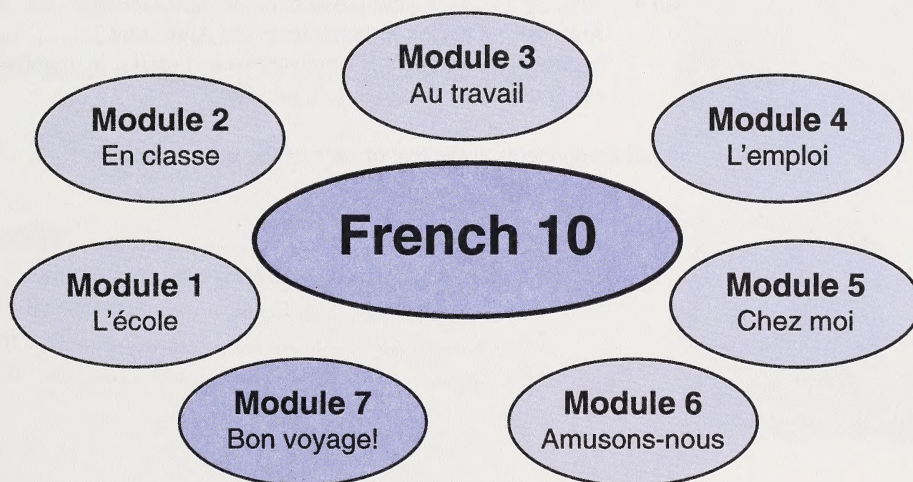




## COURSE OVERVIEW

The document you are presently reading is called a student module booklet. It is a study guide for the textbook, workbook, videotape, and audiotapes. It will take you through the course and show you, step by step, what to do and how to do it. At times, you will need extra information on grammar points, pronunciation, listening skills, and cultural content. You may need to talk to your teacher or facilitator. Whenever you sit down to work on your course, you should begin by referring to the student module booklet.

Modules 1 and 2 correspond to *Unité 1* of the textbook and Modules 3 and 4 correspond to *Unité 2* of the textbook. The remaining three modules correspond to the last three units of the textbook. There are seven modules in this course:



Each module comprises two to four sections. Within each section, your work is grouped into activities. Within the activities, there are readings, explanations, and questions for you to work through. You will correct these exercises yourself using the *Après tout* (the appendix) at the end of each module. This will provide you with immediate feedback on your progress. Your grading in the course is based upon the assignments that you submit for evaluation and upon the final test. In each section, you will complete parts of the assignment. At the end of the module, you will submit all parts of the assignment for evaluation.



Module 7 is organized like this:

- Section 1    Activity 1 (Check your answers in the Après tout.)  
                  Activity 2 (Check your answers in the Après tout.)  
                  Section 1 Assignment (Complete this, but don't mail it in yet.)
- Section 2    Activity 1 (Check your answers in the Après tout.)  
                  Activity 2 (Check your answers in the Après tout.)  
                  Section 2 Assignment (Complete this, but don't mail it in yet.)
- Section 3    Activity 1 (Check your answers in the Après tout.)  
                  Activity 2 (Check your answers in the Après tout.)  
                  Section 3 Assignment (Complete this, but don't mail it in yet.)
- Section 4    Activity 1 (Check your answers in the Après tout.)  
                  Activity 2 (Check your answers in the Après tout.)  
                  Section 4 Assignment (Complete this and mail it in, together with the  
                  assignments for Sections 1, 2, and 3.)

You will submit assignments at the end of each of the seven modules.



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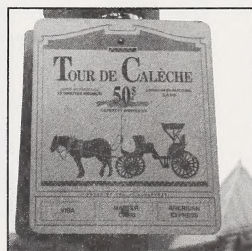
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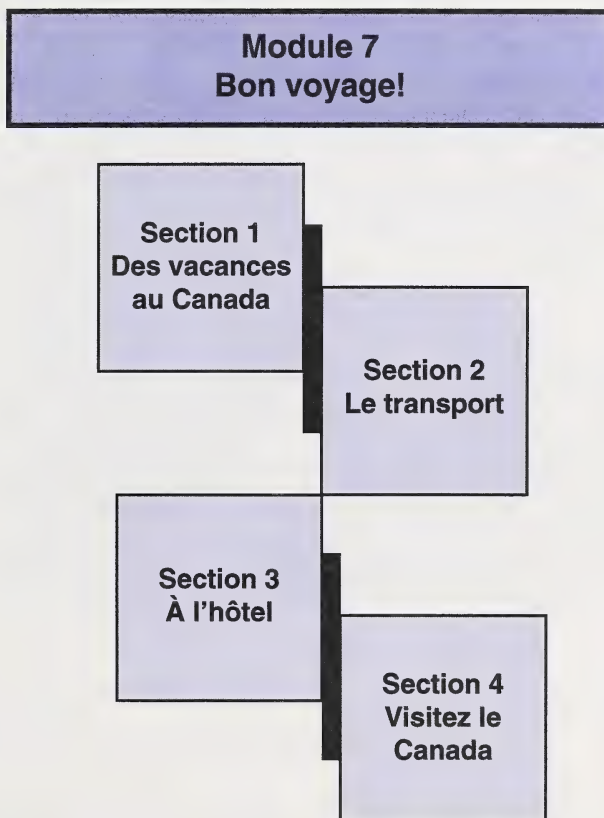
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## MODULE OVERVIEW

Do you like to travel? Travelling is a popular pastime. Often on their holidays, people travel to places far from home. It may be for an exotic vacation, or just to visit relatives; but in any event it represents a change of scenery. Whether it is the adventure of discovering new lands and people, or a return to a place we already know, travel has its charms.

In this module, you will learn about interesting places to visit in Canada and the United States. You will learn to describe a trip, talk about the weather, make travel reservations, and order a meal in a restaurant. *Bon voyage!*





## Evaluation

Your mark will be determined by how well you complete the assignments at the end of each section. You must complete all assignments. In this module, you are expected to complete four assignments. The mark distribution is as follows:

<b>Section 1 Assignment</b>	<b>100 marks</b>
<b>Section 2 Assignment</b>	<b>100 marks</b>
<b>Section 3 Assignment</b>	<b>100 marks</b>
<b>Section 4 Assignment</b>	<b>100 marks</b>
<hr/>	
<b>TOTAL</b>	<b>400 marks</b>

When doing your assignments, work slowly and carefully. If you are having difficulties, go back and review the material in the textbook and student module booklet. If you are still stuck, call your distance learning teacher or facilitator.

Read all parts of the assignment carefully and complete your work neatly. You will record some parts of the assignment on tape, others will be done on pages of the workbook (*cahier d'activités*), and still others will be completed on your own paper. When using lined loose-leaf pages, leave one wide margin for the teacher's comments. Before submitting your assignments, read your answers carefully to make sure that they say what you want them to say.

Send in only the material requested in the assignments (*les devoirs*). On all pages of your own paper, clearly identify each page, with this information placed at the top:

<b>French 10</b>	<b>Module #</b>	<b>Section # Assignment</b>	<b>Page #</b>	<b>Name and ID #</b>
For example:				
French 10	Module 7	Section 1	Page 41	Laurel Price #555555

## Section

# 1

# Des vacances au Canada



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When you want to travel, a map is really useful. Section 1 starts by looking at the map of Canada. You will see that place names generally look familiar, but remember that pronunciation will often be different in French.

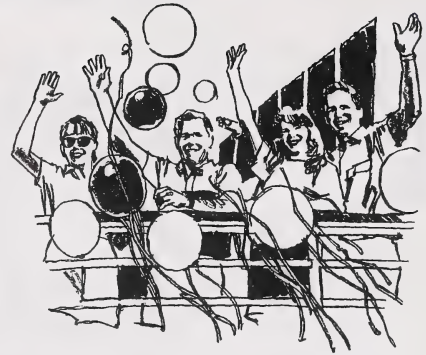
The weather can have a tremendous impact on your travelling and your holiday activities; so, in Section 1, you will discuss the weather, too.

How do you make travel arrangements in advance? This is usually necessary if you plan to fly to your destination, or if you plan to stay at a hotel when you arrive.



## Activity 1: Voyages

*Bon voyage!* is the name of the final module of this course. As the title suggests, the theme will be “travel.” Also, here, you will be introduced to the past tense (*passé composé*) of *aller*, *faire*, and the *er* verbs.



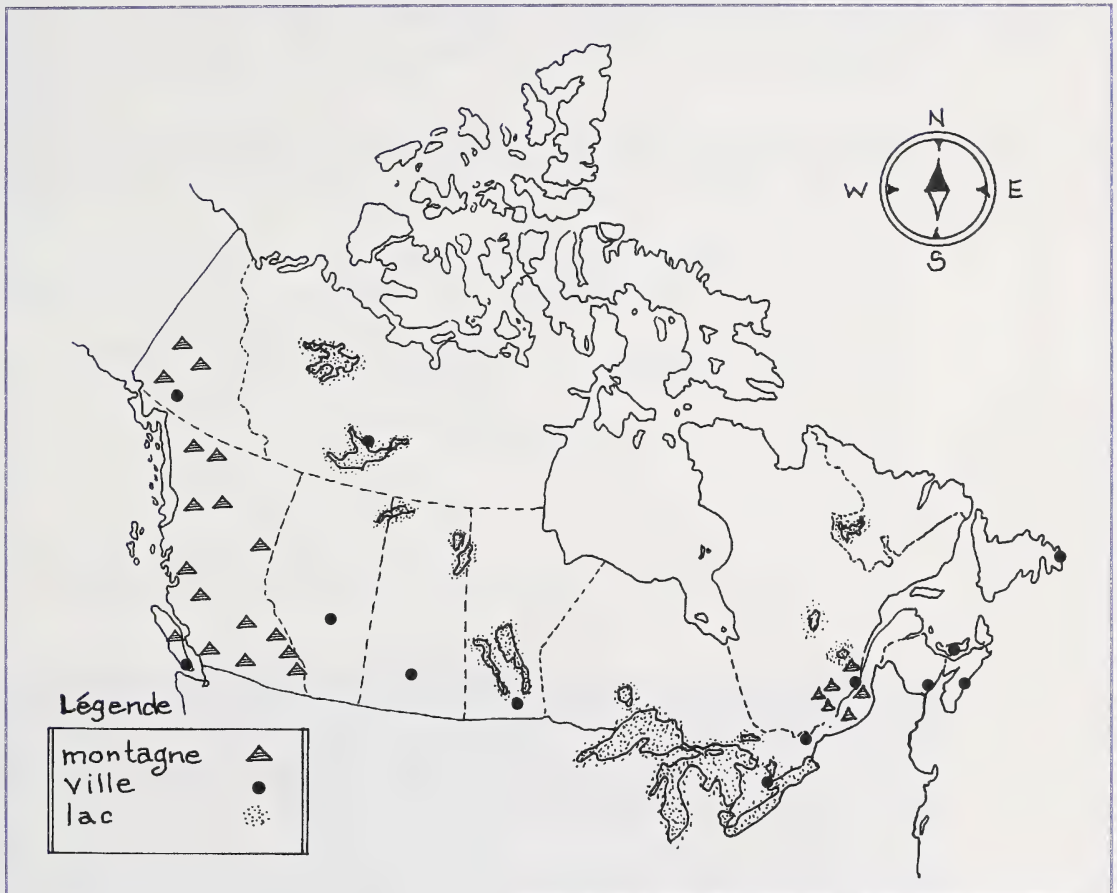
### Vocabulary

le Canada	Canada
la Colombie-Britannique	British Columbia
l'Alberta	Alberta
la Saskatchewan	Saskatchewan
le Manitoba	Manitoba
l'Ontario	Ontario
le Québec	Quebec
le Nouveau-Brunswick	New Brunswick
la Nouvelle-Écosse	Nova Scotia
l'Île-du-Prince-Édouard	Prince Edward Island
Terre-Neuve	Newfoundland
le Yukon	the Yukon
les Territoires du Nord-Ouest	the Northwest Territories

Les villes capitales sont

- le Canada ..... Ottawa
- la Colombie-Britannique ..... Victoria
- l'Alberta ..... Edmonton
- la Saskatchewan ..... Régina
- le Manitoba ..... Winnipeg
- l'Ontario ..... Toronto
- le Québec ..... Québec
- le Nouveau-Brunswick ..... Fredericton
- la Nouvelle-Écosse ..... Halifax
- l'Île-du-Prince-Édouard ..... Charlottetown
- Terre-Neuve ..... St. John's
- le Yukon ..... Whitehorse
- les Territoires du Nord-Ouest ..... Yellowknife

Look at the map of Canada and fill in the names of the provinces and territories as well as the capital cities.



Read the following paragraphs. Pay special attention to the expressions in bold print.

Le Canada a dix provinces et deux territoires. Il y a beaucoup de villes intéressantes à visiter dans les provinces et les territoires. Voici une belle ville du côté de l'océan Pacifique. C'est Vancouver **en Colombie-Britannique**.

Et ici, dans les montagnes, c'est Jasper. C'est **en Alberta**. Et voici la ville de Calgary. C'est aussi **en Alberta**.

Et voici maintenant Saskatoon. C'est **en Saskatchewan**. Au sud de Saskatoon, c'est Régina. C'est aussi **en Saskatchewan**.



Et voici la capitale du Manitoba, Winnipeg. Au sud de Winnipeg, se trouve St-Boniface. C'est aussi **au Manitoba**.

Ensuite, voilà la ville de Toronto. C'est **en Ontario**. Au nord de Toronto se trouvent les villes de North Bay et de Sudbury. La capitale du Canada est aussi **en Ontario**. C'est la ville d'Ottawa.

Voici une ville où habitent beaucoup de canadiens-français: Montréal. C'est **au Québec**. Et voici la capitale de la belle province: la ville de Québec. Ici, près de l'océan Atlantique, se trouve la petite ville de Percé.

Voici une autre capitale. C'est la ville de Fredericton **au Nouveau-Brunswick**. Voici trois autres villes **au Nouveau-Brunswick**. Ce sont les villes de Saint John, Moncton, et Shediac.

Voici la province qui s'appelle l'Île-du-Prince-Édouard. La ville de Charlottetown se trouve **à l'Île-du-Prince-Édouard**. C'est la ville capitale.

Ici, c'est Halifax. C'est **en Nouvelle-Écosse**.

Et voici la ville de St. John's, **à Terre-Neuve**.

Dans le nord du Canada se trouvent deux territoires: le Yukon et les Territoires du Nord-Ouest. La ville de Whitehorse est **au Yukon** et la ville de Yellowknife est **dans les Territoires du Nord-Ouest**.

### Prepositions and Place Names

Like all other French nouns, the names of provinces are also masculine or feminine. (See the previous vocabulary list.) When you want to say that someone or something is **in** a province, you use

- *en* with feminine names, and with masculine names beginning with a vowel
- *au* with masculine names

Four exceptions are

- **à** l'Île-du-Prince-Édouard
- **à** Terre-Neuve
- **dans** les Territoires du Nord-Ouest
- **en** Ontario

You always use **à** with the names of cities and towns.

- J'habite **à** Girouxville.
- Je vais **à** l'école **à** Falher.
- Mes parents sont **à** Edmonton aujourd'hui.

**Student text (*En vedette*, pages 178 and 179)**

Listen to Richard as he shows his holiday photographs to his friend. This is recorded on audiotape 1B. Listen several times. At first, follow in the text; then close your book and your eyes, and just listen. Feel the rhythm and flow of the language. Try to reproduce this when you try your oral practice session.

- A. Complete these comprehension questions. There are two scenes in this part. First, the return home; second, the viewing of the photographs.

**Scene 1**

1. Qui ont passé leurs vacances ensemble?
2. Où est-ce qu'ils ont voyagé?
3. Où sont-ils maintenant?
4. Comment roulent-ils?
5. Pourquoi est-ce qu'ils roulent trop vite?

**Scene 2**

First photograph:

6. Qu'est-ce que John a visité?
7. Où est-ce que Richard a passé la journée?
8. Dans quelle ville sont-ils?

Second photograph:

9. Combien de jours est-ce qu'ils ont passé au Lac Nipissing?
10. Qui est-ce qu'ils ont rencontré là?
11. Pendant quelles compétitions?

Third photograph:

12. Qui est-ce?
13. Où est-il?
14. Pourquoi est-ce qu'il est allé au stade?
15. Et John? Où est-ce qu'il est allé? Avec qui?

Fourth photograph:

16. Où sont-ils?
17. Avec qui est-ce qu'ils ont voyagé?
18. Dans quelles villes est-ce qu'ils sont allés?
19. Pourquoi est-ce qu'ils sont allés à Shediac?



Fifth photograph:

20. Qui est avec Richard?
21. Où est-ce qu'il a rencontré Sophie?
22. À qui est la motocyclette?
23. Quand est-ce qu'elle va visiter Ste-Marie?

When you have made a thorough study of all of the photographs and understand the content of the *En vedette* section, replay the tape once again. Sit back and enjoy listening to your new language.

Check your answers by turning to the *Après tout*, Section 1: Activity 1.

### Workbook (*Exercice écrit 1, page 152*)



- B. This is a simple exercise where you have to cross out the unnecessary letters to reveal the names of the ten provinces and the two territories. No capital letters have been used, but you must use them when you rewrite the province name on the line provided. Number 1 is done for you. Don't forget to include the article with the province name.

Check your answers by turning to the *Après tout*, Section 1: Activity 1.

### Student text (*Situation 1, pages 196 and 197*)



Many people travel by plane these days. In *Situation 1*, you meet Serge, who wants to visit his cousins in St-Boniface. He is booking his flight. Listen to audiotape 2A. Listen several times.

#### Vocabulary

Ils vont venir le chercher.	They will come to look for him.
réserver une place	to reserve a seat
un vol	a flight
dès que	as soon as
sera (verb <i>être</i> , future tense)	will be
un peu trop tôt	a bit too early
C'est pour combien de personnes?	It's for how many people?
Vous êtes sûr?	You are sure?
J'en suis sûr.	I am sure of it.
Qu'est-ce que je dis?	What am I saying?

Vocabulary	
vous devez acheter	you must buy
en main	at hand, handy
Mon stylo n'a pas	My pen is out of ink.
d'encre.	
Ça dépend.	That depends.
un tarif spécial	a special rate
voyager en attente	to travel stand-by
un aller simple	a one-way trip
un aller et retour/ aller retour	a return trip
Il n'y a rien de moins	There's nothing less
cher que ça?	expensive than this?
une aubaine	a good deal, a bargain

- C. To be sure you have understood the content of the conversation, go over it in small sections and check your comprehension of each section. Work with a partner, if possible, and take turns asking and answering these questions.

#### Title and Introduction

1. Translate the title *Réservations sur un vol*.
2. Chez qui est-ce que Serge va passer une semaine?
3. Dans quelle ville habitent ses cousins?
4. Dans quelle ville est-ce que ses cousins vont venir le chercher?
5. À quelle compagnie aérienne est-ce que Serge téléphone?

#### Bottom of page 196

6. Qu'est-ce que Serge veut réserver?
7. À quelle date?
8. À quelle heure est-ce qu'il veut partir?
9. Pourquoi est-ce qu'il ne veut pas partir à 8 h 15?
10. Est-ce qu'il voyage seul?
11. Quand est-ce qu'il veut revenir?

#### Top of page 197

12. Quel est son nom de famille?
13. Quand est-ce qu'il doit acheter le billet?
14. Qu'est-ce que Serge doit écrire?
15. Quel problème a-t-il avec son stylo?
16. C'est combien un billet en première classe?
17. En classe économique, c'est combien?



Bottom of page 197

18. Pourquoi est-ce que Serge est découragé?
19. C'est combien s'il voyage en attente?
20. Finalement, comment est-ce qu'il se rend à Winnipeg?
21. Combien est-ce que ça lui coûte?

Take plenty of time to do this exercise. Do not rush through it. The better you understand the content and the structures of the conversations, the better you will cope with the rest of the activity.

Check your answers by turning to the *Après tout*, Section 1: Activity 1.

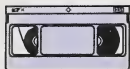
### Review: Prepositions and Place Names

D. Serge likes to travel. Where would he go to see the following landmarks and events? Write your answers, using the correct preposition with the place name. If you need to, review the material on prepositions and place names that you covered earlier in this module. Use the names of the city and the province, wherever possible.

1. la tour CN \_\_\_\_\_
2. le stade olympique \_\_\_\_\_
3. le Château Frontenac \_\_\_\_\_
4. le Stampede \_\_\_\_\_
5. les montagnes Rocheuses \_\_\_\_\_
6. Klondike Days \_\_\_\_\_
7. la côte magnétique \_\_\_\_\_
8. la maison Green Gables \_\_\_\_\_
9. l'académie de la GRC (RCMP) \_\_\_\_\_
10. les chutes Niagara \_\_\_\_\_

Check your answers by turning to the *Après tout*, Section 1: Activity 1.

## Visuals 42, 42a, and 42b



Everyone is on holidays. They are travelling to different cities and expecting to do different things. Sometimes it is not possible for them to do the activity they would like, because of the weather conditions.

As you watch the videotape, listen for the names of the cities and the prepositions used with them; listen for the names of the activities; listen also for the special new form of the verb *aller* and for words to describe the weather. Begin now and replay the tape as many times as you need to.

### **Aller: The Past Tense with *il/elle* and *ils/elles* Forms**

As you watched the videotape, did you understand the following?

- where the people went
- what they wanted to do there
- what the weather was like

The verb used to describe where the people went is the verb *aller* (to go), used in the past tense. They **went** to Saskatoon, to Chicoutimi, to Whitehorse.... The French verb forms to say “he went,” “she went,” and “they went” are as follows:

- |  |   |
|--|---|
| • <i>il est allé</i> ..... he went     | • <i>ils sont allés</i> ..... they went (masculine)   |
| • <i>elle est allée</i> ..... she went | • <i>elles sont allées</i> ..... they went (feminine) |

You must memorize the spelling of these forms. It helps to know that you add an *e* to *allé* when speaking about one girl; you add *es* when speaking about more than one girl; and you add *s* when speaking about several boys, and when speaking about a boy and a girl, or boys and girls as a group.

The other thing to notice about this verb form is that it is used with a helping verb (auxiliary verb). The helping verb is the present tense of the verb *être*: *il est allé, elle est allée, ils sont allés, elles sont allées*. Study these four new verb forms thoroughly.



## Activity 2: La météo

### The Weather

The weather may be expressed in several different ways in French. Often, you use the verb *faire* in weather expressions:

- Il **fait** beau.            It's nice out.
- Il **fait** mauvais.        It's nasty out.
- Il **fait** chaud.            It's warm (or hot) out.
- Il **fait** froid.             It's cold out.

Sometimes you use *il y a* plus a noun:

- Il **y a** des averses.      There are showers.
- Il **y a** du vent.            There is wind. (It's windy.)
- Il **y a** des éclairs.        There is lightning.
- Il **y a** un orage.            There is a storm.

Sometimes you use an impersonal verb to describe the weather. An impersonal verb is one that has only one form: the *il* form.

- Il **vente**.                It is windy.
- Il **pleut**.                It is raining.
- Il **neige**.                It is snowing.
- Il **gèle**.                 It is freezing.

Sometimes you describe the weather using an adjective.

- C'est **brumeux**.        It is foggy.
- C'est  **venteux**.        It is windy.
- C'est **ensoleillé**.      It is sunny.

Or you begin with *le temps* (the weather) and describe as above.

- Le temps est couvert.    It is cloudy.
- Le temps est ensoleillé.    It is sunny.

To ask what the weather is like, say

*Quel temps fait-il?*

### Workbook (*Exercices d'écoute A and B, pages 142 and 143*)



These exercises will help you practise the prepositions and place name forms, the past tense of the verb *aller*, and the names of cities and provinces.

#### A. Exercise A

Listen to audiotape 5A. As you listen a second time, begin entering your answers. You may have to replay the tape more than once to complete all of the parts. Circle the verb form and check the preposition used with the place name. Number 1 is done for you.



Save this exercise to submit as part of your module assignment.

#### B. Exercise B

This is also a listening exercise using audiotape 5A. As you listen to the exercise for the first time, concentrate on the sounds and try to match them with the pictures. Next, listen to the sentences. At the end of each sentence, you will hear the letter X or O named. Write this letter on the appropriate weather picture. Numbers 1 and 2 are done for you.

Check your answers by turning to the *Après tout*, Section 1: Activity 2.

### Student text (*La voix des jeunes 1, A. École d'été, pages 180 and 181*)



The title of exercise A is *École d'été* (Summer School). Don does not consider summer school the best way to spend his holidays! *Il est triste*. (He is sad.) Listen to the conversations between Don and his friend, and between Don and his teacher. You will find these on audiotape 1B.



#### Vocabulary

sauf	except
mon vieux	old friend
eh bien	well
Me voici.	Here I am.
il est allé	he went
Arrête là!	Stop there!
Je ne veux pas savoir.	I don't want to know.
C'est ton tour.	It's your turn.
chanceux	lucky
ici	here



You have probably noticed by now that in French you use the words *la météo* and *le temps* to mean “the weather.” If you have watched the weather reports on television, you often saw that symbols are used on a map to depict the weather across the country. On page 181 of your text, you will see such a map. Here is a legend to decipher the code used on the map in your text.



It is raining.  
*Il pleut. Il y a des averses.*



It is cloudy.  
*Le temps est couvert.*



It is stormy. There's lightning.  
*Il y a un orage. Il y a des éclairs.*



It is very cold. It's freezing.  
*Il fait très froid. Il gèle.*



It is snowing. There's a snowstorm.  
*Il neige. Il y a une tempête de neige.*



It's windy.  
*Il vente. Il fait du vent. Il est venteux.*



It's foggy.  
*Il fait du brouillard. C'est brumeux.*

- C. Use the weather symbols, the map on page 181 of your text, and the conversation bubbles on page 180 of your text to practise talking about holidays, travel, and the weather. You may want to write out the sentences at first so you don't forget anything. Sample sentences are included in the *Après tout*. Once you have determined how your sentences will read, you may work in groups of three to practise these conversations. The conversations are getting longer now, so spend more time preparing them, and try to make them as fluent as possible.

Check your answers by turning to the *Après tout*, Section 1: Activity 2.

### Workbook (*Exercice écrit 2*, page 153)

- D. For this exercise, you have a choice. Do either 1 or 2.

1. Read the weather report in the bottom left corner of page 153 in your workbook. For each city mentioned, draw the symbol of the weather conditions at each city location.
2. If you prefer, you may make a copy of the symbols and enlarge the map on another sheet of paper. Cut out the symbols and glue them to the appropriate spots.

Check your answers by turning to the *Après tout*, Section 1: Activity 2.

### Workbook (Exercice écrit 3, page 154)

- E. Lonnie has received a series of messages for the principal regarding the whereabouts of several teachers. For instance, M. Savard is in British Columbia and Mme Ringuet is in Prince Edward Island.

Lonnie has written out one message for the principal; you write out the five remaining messages. Follow the same pattern Lonnie used. Watch for subject–verb agreement. You may use the lists at the bottom of page 154 in the workbook for help.

Save this exercise to submit as part of your module assignment.



### Student text (La voix des jeunes 1, B. Cartes postales, pages 182 and 183)

The title of this exercise is *Cartes postales* (Postcards). Have you ever sent postcards to your family or friends while you were on a trip or away at camp?

Postcards usually have pictures of famous landmarks; so some people collect them and keep scrapbooks to bring back memories of their holidays. Other people like to send postcards from every stop they make on their journey. On the flip side of the picture, there is usually room to write a brief message and the person's name and address.

Open your text to pages 182 and 183. Elisabeth and Kim are in Kim's room looking at several postcards on her bulletin board. Read them for yourself and listen to the girls' conversation on audiotape 1B.



#### Vocabulary

le tableau d'affichage	the bulletin board
au verso	on the back
plusieurs	many
Quoi de neuf?	What's new?
Chère...	Dear... (feminine form)
Ça suffit.	That's enough.
Ce n'est pas de tes affaires.	It's none of your business
Calmes-toi!	Calm down!
Donne-moi cette carte	Give me that card
ou...	or...
Tiens!	Here!
Ne te fâche pas.	Don't get angry.
mémé et pépé	grandma and grandpa
À bientôt.	See you soon.



Vocabulary	
grosses bises	hugs and kisses
amitiés	your friend
amicalement	with friendship
au plaisir de te revoir	until I have the pleasure of seeing you again

- F. Using numbers 1 to 5 on page 183, and the *Au choix* list, practise reading the cards out loud. Remember to finish the incomplete sentences with expressions from the *Au choix* list.

### **Aller: The Past Tense with *je* and *nous* Forms**

So far, you have used the past tense of the verb *aller* with the subjects he, she, and they (*il, elle, and ils/elles*).

To say “I went” or “we went,” there are other verb forms to learn. They are *je suis allé(e)* (I went) and *nous sommes allé(e)s* (we went).

Here is the list of all of the forms you have learned so far:

- *Je suis allé(e)*
- *Nous sommes allé(e)s*
- *Il/elle est allé(e)*
- *Ils/elles sont allé(e)s*

Remember to change the spelling of *allé* to match the gender of the subject.

### **Workbook (*Exercice écrit 4, pages 155 and 156*)**



- G. This activity will help you learn the *je* and *nous* forms of the verb. Open your workbook to pages 155 and 156. On page 155, you will see a map of the provinces of Ontario and Quebec, as well as the Maritimes. Several cities are also shown. Pretend that you have just returned from a holiday in one of these provinces. Read the example sentence and make up one of your own, beginning with one of the expressions at the bottom of the page, which will include the name of a province. Add one more sentence using the *je* or *nous* form of the verb *aller* in the past tense, and mention the names of two cities. On page 156, you will see a map of Florida, on which you will also be asked to comment. There are several possible correct combinations.

Check your answers by turning to the *Après tout*, Section 1: Activity 2.

### Student text (*Situation 1, A, page 198*)

People who travel a lot usually have a travel agent who does their planning for them, but many other travellers make their own plans. When they do, they need to be able to read schedules and timetables for trains, buses, planes, events, tours, and so on.



On page 198 of your text, you will see a portion of the train schedule for the trip from Toronto to Montreal. If you have an atlas, find this area in it. You will see that it is a very heavily populated area and so there are several trains a day that make the trip back and forth between these two cities.

At the top of the schedule, the train number is listed first. Below that, you will see the train name and then a list of several cities and towns between Toronto and Montreal.

For example:

Train number 44 is called the Lakeshore. It leaves Toronto at 10 00 (10 a.m.) and goes only as far as Brockville, where it arrives at 13 39 (1:39 p.m.).

Train number 56 is called the Bonaventure. It leaves Toronto at 16 30 and arrives in Montreal at 22 25.

Review the 24-hour clock in Module 1, Section 2, if you need to. Remember, midnight to noon (*minuit à midi*) is a.m., or *du matin*; noon to 6 o'clock (*midi à 18 h*) is p.m., or *de l'après-midi*; and 6 o'clock to midnight (*18 h à 24 h*) is also p.m., or *du soir*.

H. Study the examples for this exercise and then use the substitutions from the *Pour vous aider* list to write your answers for numbers 1 to 6, found at the top of the right-hand column on page 198. Remember to practise saying the sentences out loud.

Vocabulary	
partir	to leave
un départ	a departure
arriver	to arrive
une arrivée	an arrival
un horaire	a schedule
l'heure d'arrivée	arrival time
l'heure de départ	departure time, checkout time

Check your answers by turning to the *Après tout*, Section 1: Activity 2.

### Aller: The Past Tense with *tu* and *vous* Forms

Review the past tense of the verb *aller* as you know it so far; then add the final two forms as follows:

*tu es allé(e)*      you went (singular)  
*vous êtes allé(e)s*      you went (plural, or singular as a term of respect)

The past tense in French is called *le passé composé*. Like its name says, it is a compound tense. It is “composed of” two verbs: the present tense of the helping verb *être* and a past form of the verb *aller*.

### Aller: Affirmative and Negative Forms

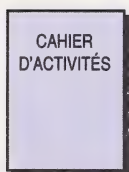
As with previous verbs, to make this one negative you use *ne...pas*. Note that the position of *ne...pas* is different compared to its position in other verbs you’ve studied.

*Nous allons au match.*      (present tense affirmative)  
*Nous n’allons pas au match.*      (present tense negative)

*Nous sommes allés au match.*      (past tense affirmative)  
*Nous ne sommes pas allés au match.*      (past tense negative)

In the past tense, *ne* and *pas* surround the “helping” (auxiliary) verb rather than the “action” (main) verb.

### Workbook (*Exercice d’écoute C, page 144*)



- I. Open your workbook to page 144. Following in your workbook, listen to the sentences for this exercise on audiotape 5A. Every time you hear an affirmative sentence, draw a horizontal line to the next dot to the right.

Every time you hear a negative sentence, draw a vertical line to the next dot below. *Commencez ici* means “Begin here.” Listen to the sentences several times. Listen closely to hear the *ne...pas* in the negative sentences.

Check your answers by turning to the *Après tout*, Section 1: Activity 2.



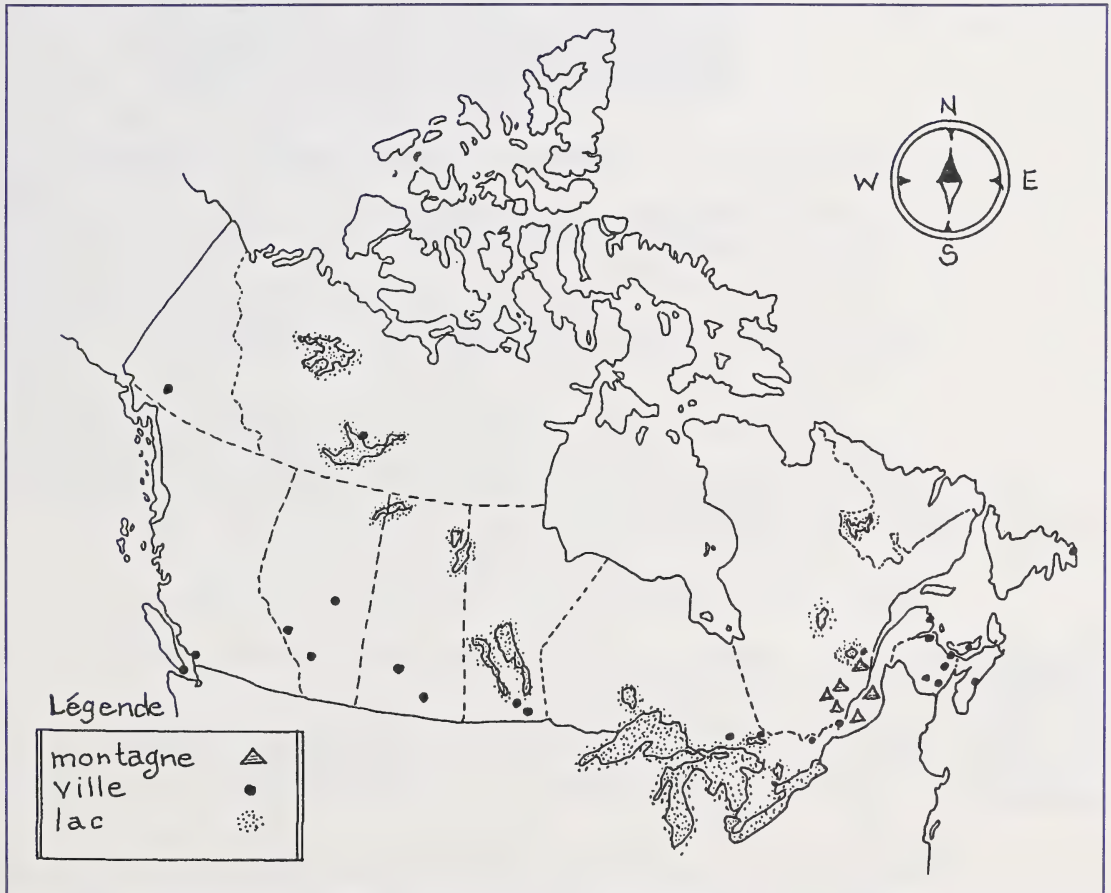
**Student text** (*La voix des jeunes 1, C. C'est dommage!*, pages 184 and 185)

If you have access to an atlas of Canada, or to roadmaps of Ontario and Quebec, find these places and label them on the map that follows.

Les lacs: au Québec: le lac St-Jean      le lac Ouareau

en Ontario: le lac Simcoe      le lac Nipigon  
le lac Nipissing      le lac Muskoka

Les montagnes: au Québec: le mont Tremblant      le mont Ste-Agathe  
le mont Ste-Anne      le mont Ste-Marie  
le mont Garceau      le mont Orford





Now turn to exercise C on page 184 of your text and read the introductory paragraph. Then listen to audiotape 1B.

### Vocabulary

se rencontrer	to meet (each other)
qui sont tous partis	who are all gone
Si on parle de...	If we talk about...
vacances d'hiver	winter holidays
vacances d'été	summer holidays
Tu n'y es pas allé(e).	You didn't go (there).
d'ailleurs	besides, furthermore
beaucoup de travail	lots of work
je dois/nous devons	I must/we must
C'est vraiment dommage.	It's really too bad.
et comment	and how

J. Answer the following comprehension questions before beginning the oral practice.

1. Où est-ce que Serge et ses amis se rencontrent?
2. De qui parlent-ils?
3. Où sont leurs parents?

Check your answers by turning to the *Après tout*, Section 1: Activity 2.

With a partner, if possible, role-play the conversations about summer and winter holidays in exercise C on pages 184 and 185 of your text. Use the *Au choix* lists to make the required substitutions in numbers 1 to 5 on page 185. Remember to look at the winter or summer symbol before each number to decide which *Au choix* list to use.

### Workbook (*Exercice écrit 5, page 157*)



K. Circle the correct answer from one of the boxes below each sentence, and write it in the blank space to complete that sentence.

Despite the invitation in the workbook to add the numbers which appear below the expressions you have chosen, note that your total could be 12 and yet you could still have some errors in your answers.

Check your answers by turning to the *Après tout*, Section 1: Activity 2.

## Conclusion

You are off to a good start. You can talk about maps, ask about the weather, read travel schedules, and even make flight reservations. *Bon voyage!*

## Section 1 Assignment

Listed here are the assignments that are to be submitted for evaluation. You have already completed most of these assignments as you worked through this section. At this point, you should do any remaining parts of the assignment, including the recordings. Collect all your assignments, but do not submit them yet. You will send them with the assignments for the rest of the sections. Do not rewind your oral assignment tape when you have completed the oral assignments for Section 1, so that the tape will be ready for you to add the oral assignments for the next section.

Here are your instructions for this assignment.

22

- A. Submit this listening exercise.

Workbook, *Exercice d'écoute A*, page 142 **(22 marks)**

20

- B. Submit this writing exercise.

Workbook, *Exercice écrit 3*, page 154 **(20 marks)**

58

- C. Complete these personalized exercises.

Submit **two** postcards with messages in French to a friend or family member. Use the examples on pages 182 and 183 of your text as a guide, but do not copy them exactly. You may submit real postcards or simply hand-draw the back side of the postcard on your assignment paper. If you submit real postcards, be sure to fasten them securely to your assignment. **(20 marks)**

You are travelling to Vancouver for your cousin's wedding. You will stay ten days. Make a reservation on a bus or a plane for this trip. Write out, in French, your conversation with the ticket agent. Submit the written or recorded conversation. You may use pages 196 and 197 of your text as a guide, but do not copy exactly the same conversation. **(38 marks)**



## Section

# 2

# Le transport



In Section 2, you will continue your study of travel. There may be many ways to travel to your destination: by automobile, bus, train, plane, or maybe even on foot or on horseback. You will continue learning to make reservations and appointments.

You will study more of the past tense, or *passé composé* as it is called in French. This will be very useful when describing what you have done during your travels. You will also practise indicating specific people, places, and things by using the French equivalents of the words “this” and “these.”

## Activity 1: Les moyens de transport

### Workbook (*Exercice d'écoute D, page 145*)



- A. Using the map on page 145 of the workbook and audiotape 5A, complete this exercise. Listen to the conversations. In each one you will hear the name of a province or territory. Put the number of the conversation in the square on the map of the province or the territory being talked about. Remember to listen for one item (the name of the province or territory) among all the other things being said in the conversation. Number 1 is done for you.



Check your answers by turning to the *Après tout*, Section 2: Activity 1.

### Student text (*La voix des jeunes 1, D. À ton tour, page 185*)

*À ton tour* means “it’s your turn.” This exercise gives you the opportunity to apply some of the things you have learned over the last little while. Begin by reading through the introductory paragraph at the top of page 185.



- B. Before you begin to write your answers, listen to audiotape 1B for the conversation pattern in the bubbles on page 185. Listen several times; then complete the *À ton tour* section in your notebook. Use the title *Voyages*.



#### Vocabulary

les voyages que tu as faits	the trips you have made
si tu n’as pas beaucoup voyagé	if you haven’t travelled a lot
l’été dernier	last summer
en hiver	in winter
au mois de juillet	in the month of July
il y a deux ans	two years ago
en 1990	in 1990

Check your answers by turning to the *Après tout*, Section 2: Activity 1.

### Student text (*Situation 1, B, pages 198 and 199*)



This exercise is a review of reading schedules and charts. Suppose you are travelling this summer and you need to know the price range of tickets before you make a decision. On pages 198 and 199 of your text, you will see a list of fares for train trips from Toronto to Montreal. Train travel is not as common on the Prairies as it is in eastern Canada, because the rail companies have discontinued many routes.

The cost of a ticket depends on many factors. Is it a one-way or a round trip? Is it a one-day or a two-to-five day excursion? Is the ticket for a senior, a child, or an adult? Is the type of service required deluxe or economy?

To calculate the cost of a ticket, you must first determine what kind of ticket it is: one-way or return, excursion, special accommodation, and so on. Next, you must know what the points of departure and arrival are. Finally, you must know the approximate age of the client. Look at the example done for you, just above the chart on page 198.

Vocabulary	
un tarif	a tariff, a fare
un tarif de base	a base rate
un voyage en train	a train trip
revenir	to come back, to return
un aller simple	a one-way ticket
un aller retour	a return ticket
une excursion	an excursion
confortablement	comfortably
un repas chaud	a hot meal

C. Try these comprehension questions after you have studied pages 198 and 199 in your text.

1. Qu'est-ce qu'on achète pour faire un voyage en train?
2. Quelle sorte de billet est-ce qu'on achète si on ne veut pas revenir à son point de départ?
3. Comment est-ce qu'on appelle un tarif d'un aller-simple?
4. Quelle sorte de billet est-ce qu'on achète si on veut revenir à son point de départ?
5. Comment est-ce qu'on voyage si on a plus de 60 ans?

Now calculate the cost of the tickets described in numbers 1 to 5 on page 199 of your text.

Check your answers to the comprehension questions by turning to the *Après tout*, Section 2: Activity 1.

### Visuals 45, 45a, and 45b



These visuals depict methods of transportation. The question pattern you will hear is *Comment est-ce qu'ils ont voyagé?* Watch the videotape now and listen for the question and the responses.



### Vocabulary

en autobus	by bus
en train	by train
en avion	by plane
en voiture/en auto	by car
en taxi	by taxi
en calèche	by calèche, by carriage
en bateau	by boat
à cheval	on horseback, by horse
à moto	on a motorbike, by motorcycle
à pied	on foot
à bicyclette	on a bicycle, by bicycle

Normally, use *en* when you ride inside a vehicle and *à* when you travel on it.

### Travailler: Le Passé Composé

In the previous videotape segment, you heard the question, *Comment est-ce qu'ils ont voyagé.*

Look at the following sentences:

**L'année dernière**, mon ami Jacques, **il a travaillé** au restaurant, mais maintenant il ne travaille plus au restaurant.

**L'été dernier**, mon amie Jacqueline, **elle a travaillé** à la pharmacie, mais maintenant elle ne travaille plus à la pharmacie.

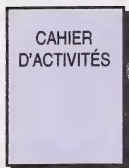
**La semaine passée**, mes amies Jeanette et Michelle, **elles ont travaillé** au cinéma, mais maintenant elles ne travaillent plus au cinéma.

In each sentence, do you see a connection between the phrases in bold print? The expression at the beginning of each sentence is one that indicates a time past: last year, last summer, last week. The other expression is the verb *travailler*, also in the past tense. We call this form the *passé composé*. Underline the *passé composé* verb form in this sentence:

Comment est-ce qu'ils ont voyagé?

If you underlined *ont voyagé*, you are right.

### Workbook (Exercice d'écoute E, page 146)



- D. Now open your workbook to page 146 and read the directions. Using audiotape 5A, listen to the whole exercise once through. Go back and listen again and try to fill in as many answers as you can. If you need to, repeat the procedure one more time. There are two things to do. First, circle the verb form and subject you hear pronounced on tape; then, from the sounds on the tape, identify the method of transportation used, and connect the two columns with a line. The methods of transportation are listed in the right-hand column on page 146.

Add an oral dimension to this exercise by saying

- the verb form and subject you have circled
- the verb *voyager* and the means of transportation

For example: Il a travaillé.

Il a voyagé en autobus.

Save this exercise to submit as part of your module assignment.

### Student text (La voix des jeunes 1, E. Récits de voyage, pages 186 and 187)

Exercise E deals with students talking about their recent trip to Quebec City. Mario is teasing his friends about the people they met there. As they look at their brochures, they are recalling how they travelled and what they saw.



Open your text to page 186. Listen to the taped conversations on audiotape 1B. Follow in the bubbles.

#### Vocabulary

Écoute ceci.	Listen to this.
Ça te rappelle quelque chose?	It reminds you of something?
Pas vraiment.	Not really.
Mais voyons!	But see here!
pendant	during
cette visite-là	that visit there
Tu t'en souviens?	You remember?
C'est assez!	That's enough!

E. There are three people involved in each of the conversations. In the first conversation, it is Mario, Paul, and another friend of the two boys. In the second conversation, it is Mario, Crystal, and another of their friends. Listen to the tape several times. Repeat small sections of it until you feel comfortable and fluent. Answer the following questions to test your comprehension of the dialogues.

1. Où est-ce que Mario et ses amis sont allés?
2. Qu'est-ce qu'ils regardent?
3. Qui taquine ses ami(e)s?
4. Devant qui?

When you are ready to practise the oral version of this exercise, use numbers 1 to 4 and the substitution list on page 187 as your framework. If you can, work in groups of three and take turns being each person. Otherwise, play all three roles yourself.

Check your answers by turning to the *Après tout*, Section 2: Activity 1.

### Workbook (*Exercice écrit 6, page 158*)



F. On page 158 in your workbook, you will see the covers of six brochures. Above them are invitations to “Visit Montreal,” “Come to Ottawa,” etc. In the circles are illustrations of the means of transportation being recommended for each visit. Finally, there is a column of exclamations from which to choose. Insert one on your brochure cover in the bottom-right corner. Number 1 is done for you.

These are the depicted places:

1. Island of Orleans
2. Quebec City (Bonhomme Carnaval et le Château Frontenac)
3. Ottawa (Les édifices du parlement)
4. Toronto (la tour CN)
5. Montreal (le stade Olympique)
6. Hawaii, the Bahamas, or any other tropical isle

Check your answers by turning to the *Après tout*, Section 2: Activity 1.

### Workbook (*Exercice écrit 7, page 159*)



G. The object of this exercise is to reinforce the use of the *passé composé* verb form. The first thing to do is to complete the chart. The pictures are of places where the named students worked over the summer. In the first column, write the students' names. In the second column, write the name of the place where they worked.



The pictures show the following:

- a pizzeria
- a store
- a restaurant
- a service station
- a park
- a supermarket
- an office
- a movie theatre

In the second half of the exercise, you must write a complete sentence to answer the question “Where did \_\_\_\_ work?” Be sure to use the *passé composé* verb form in your answer. Number 1 is done for you.

Check your answers by turning to the *Après tout*, Section 2: Activity 1.

### Demonstrative Adjectives: *ce, cet, cette, ces*

In order to show or point something out in English, you use the words “this” and “that.” You “demonstrate” or indicate something, hence the name “demonstrative adjective.” In English, the words “this” and “that” have only one form, but in French the word *ce* has three other forms, depending on the word with which it is used.

Study the following examples:

ce garçon	ce livre
cet homme	cet enfant
cette fille	cette école
ces personnes	ces voyages

*Ce* is used with masculine, singular nouns.

*Cet* is used with masculine, singular nouns that begin with a vowel or a silent *h*.

*Cette* is used with feminine, singular nouns.

*Ces* is used with all plural nouns.

All of these terms mean “this” or “that”; *ces* means “these.”

Study the following examples before you proceed to the next exercise.

Statements: **J’ai rencontré** Françoise au restaurant. **Nous avons passé** une heure ensemble.

Questions: **Tu as rencontré** Françoise au restaurant? **Vous avez passé** une heure ensemble?

Negative questions: **Tu n’as pas rencontré** Françoise au restaurant? **Vous n’avez pas passé** une heure ensemble?

The verb *rencontrer* means “to meet” someone. The verb *passer* means “to pass (or spend) time” with someone. Besides the sentence patterns, look at the subjects of the verb: *vous* is the plural form of *tu*, and *nous* is the plural form of *je*. Compare this with *ils*, the plural form of *il*; and *elles*, the plural form of *elle*.

You have now seen all of the subject pronoun forms: *je, tu, il/elle* for singular subjects, and *nous, vous, ils/elles* for plural subjects. When you list all of the verb forms with their subjects, you are “conjugating” a verb. Here is an example of a conjugated verb.

je rencontre	nous rencontrons
tu rencontres	vous rencontrez
il/elle rencontre	ils/elles rencontrent

### Workbook (*Exercice d'écoute F, page 147*)



- H. This exercise is optional. If you choose to complete it, turn to page 147 in your workbook and listen to audiotope 5A. Listen to two sentences, and add up the point values of the verbs. Then select the correct point value from a choice on the answer sheet. Write the associated letter in the corresponding box at the bottom of the page. Figure out the mystery expression only after you have finished the entire exercise.



Check your answers by turning to the *Après tout*, Section 2: Activity 1.

## Activity 2: Rencontres

### Student text (*La voix des jeunes 1, F. Ça continue!, page 187*)

The title of the exercise is *Ça continue!* Loosely translated, this means, “And so it goes.” The theme is a continuation of exercise E, where Mario was teasing his friends in front of their boyfriends and girlfriends.



- A. Listen to the conversation for this exercise on audiotope 1B. Practise it bubble by bubble. Listen and repeat. Remember to say the sentences out loud. If you only read them to yourself, you will not develop your ability to speak French. After you have mastered the whole dialogue, get together with two friends, if you can, and read the conversation, taking turns to play each part. If getting together with friends is inconvenient, play all parts yourself.

#### Vocabulary

Parle-moi donc.	So, tell me about it.
Ne t'en fais pas.	Don't worry about it.
Je veux savoir.	I want to know.
un seul après-midi	only one afternoon

Vocabulary	
d'après	according to
quelqu'un	someone
d'autres choses	of other things
un tour	a tour, a trip
Il vente. C'est venteux.	It's windy.
Il fait beau.	It's nice out.
Il fait très chaud.	It's very hot.
Il fait doux.	It's mild.
Il fait frais.	It's cool.
Il y a du brouillard.	It's foggy.
C'est brumeux.	

### Workbook (Exercice écrit 8, page 160)

- B. Using the verbs *passer* and *rencontrer* in the affirmative, interrogative, and negative forms, write short notes similar to those given as examples. There are several suggested expressions at the bottom of the page. Use number 1 as a guide for the *je* and *nous* forms, and number 2 as a guide for the *tu* and *vous* forms.

Number 3 would then begin as follows.

Salut de Calgary! J'ai passé une fin de semaine ici. J'ai rencontré un garçon comique pendant un tour en taxi....

Save this exercise to submit as part of your module assignment.

### Workbook (Exercice écrit 9, page 161)

- C. Write advertisements for each of the articles pictured on page 161. Follow the format of the ad for the trip to a tropical island. Make sure you use *ce*, *cet*, *cette*, or *ces* in your ad. Don't forget to include the price. Here are some expressions you might use.

à vendre .....	for sale
à louer .....	for rent
solde .....	sale
prix réduit .....	reduced price
voyage pour deux .....	trip for two
de seconde main/d'occasion .....	second-hand
rabais de 70 % .....	70% off

Check your answers by turning to the *Après tout*, Section 2: Activity 2.



**Workbook (Exercice d'écoute G, page 148)**



D. The pictures on page 148 of your workbook tell a story, but they are not in the right order. Listen to audiotape 5A and match what you hear with a picture. Write the number of the sentence in the lower-left corner of the picture to which it corresponds. The answers to numbers 1 and 2 are already given. Continue from there. Listen to your tape at least twice before you begin. Also, study the pictures carefully; some are quite similar.



Check your answers by turning to the *Après tout*, Section 2: Activity 2.

**Student text (La voix des jeunes 1, G. Rêves romantiques, page 188)**



Exercise G is entitled *Rêves romantiques* (Romantic Dreams). The purpose of the exercise is to use the past tense (*le passé composé*) of the verbs. Refer to the vocabulary list if you need to.

Vocabulary	
ils ont fait	they did
commander	to order
des souliers	some shoes
essayer	to try, to try on
le maïs soufflé	popcorn
la réglisse	licorice
un centre commercial	a mall
une vedette	a star (as in rock star, movie star)
on m'a présenté à	I was introduced to
C'est vraiment amusant.	It's really funny.
se baigner	to go swimming
enlever	to remove
c'était	it was
ce n'était pas	it was not



E. Play audiotape 1B as many times as you need to in order to feel comfortable with the dialogue. Repeat small portions at a time. Say the sentences out loud. Practise with partners if you can. Record yourselves practising, and then listen to yourselves. You will be surprised at how good you sound! Do numbers 1 to 4 in the lower-left corner of the page. Use the substitution list just above them and the *Au choix* list for variety in your sentences.

### Workbook (*Exercice écrit 10, page 162*)



- F. This exercise is optional. These games are played with a die. Begin your game with \$1000. Roll the die and advance the required number of spaces. If you land on a space with writing, calculate the amount of money left after each transaction. At the end, record the amount of money you have left.

Variation: Play with a partner. The winner is the person with the most money left at the end of the game. You may enlarge these two games on cardboard to accommodate more players.

### Student text (*Situation 1, C, page 199*)

- G. Making appointments and reservations is a good way to learn some organizational skills and practise your new language in a meaningful way. Exercise C is a conversation between a travel agent and a client. The agent's questions are in column A; the client's answers are in column B. Match the two in order to make a coherent conversation.

Check your answers by turning to the *Après tout*, Section 2: Activity 2.

## Conclusion

Be sure to review the *passé composé* often. It is the most commonly used past tense in French, so it is extremely valuable. You can usually count on meeting it on any final exam. The demonstrative adjective – *ce, cet, cette, and ces* – is useful for pointing out a particular noun. Remember that it has no connection to the subject pronoun *ce* or *c'*, even if they are sometimes spelled identically.

## Section 2 Assignment

Listed here are the assignments that are to be submitted for evaluation. You have already completed most of these assignments as you worked through this section. At this point, you should do any remaining parts of the assignment, including the recordings. Collect all your assignments, but do not submit them yet. You will submit them with the assignments for the rest of the sections. Do not rewind your oral assignment tape when you have completed the oral assignments, so that the tape will be ready for you to add the oral assignments for the next section.

Here are your instructions for this assignment.

- A. Submit this listening exercise.

Workbook, *Exercice d'écoute E*, page 146 (36 marks)

28

- B. Submit this writing exercise.

Workbook, *Exercice écrit 8*, page 160 (28 marks)

36

- C. Submit this oral exercise.

In the final exercise of this section, you were required to answer exercise C on page 199 of the text. This is a matching exercise. Answers are provided in the *Après tout* section of this module. Record these sentences on your tape. You may read them as they appear in the *Après tout*. Remember, this is a conversation between a ticket agent and someone who is travelling. Try to make it sound as businesslike as possible.



## Section

# 3

# À l'hôtel



In Section 3, you will talk about travel and staying in hotels and motels. Life is too short to learn everything from your own experiences. Besides, it is often less painful to learn from the experiences of other people! See what you can learn from the mistakes of the Paquette family, as they check into the hotel after an exhausting day of travel.

## Activity 1: Séjours d'hôtel

### Student text (*La voix des jeunes 1, H. À ton tour, page 189*)

- A. *À ton tour* is a section where you can apply what you have learned. You have talked about travel, about where people live, about some of the things they do while travelling. Exercise H on page 189 of the text will help you to apply your knowledge of these topics while following a given outline.



For part I, you are to write a paragraph about someone who has visited you. Points (a) through (e) on page 189 of your text list the details to use in your paragraph. They are the name of the person, where that person lives, how long the person stayed at your place and when, how the person travelled, and one thing the person does, or one thing you did together during his or her visit. Read the conversations in the bubbles. Also listen to the dialogue on audiotape 1B. Title your paragraph *Un visiteur chez moi*.

Your paragraph should follow the same format as that in the bubbles. Write it out and check it against the (a) to (e) list on page 189. Use the extra vocabulary in the *Pour t'aider* section for variety in your presentation.

For part II, write about yourself and a trip you took. To do this, you must change your verb form from the *il/elle* form to the *je* form: *j'habite, j'ai voyagé*, and so on. Title this paragraph *Mon voyage*. Again, follow the format given in the bubbles.

Check your answers by turning to the *Après tout*, Section 3: Activity 1.

### Student text (*Situation 2, pages 201 to 203*)

The second situation in *Unité 5* is entitled *À l'hôtel*. Staying in hotels or motels is often part of the travelling experience. Follow along, now, with the Paquette family to a hotel.

First, read the introductory sentences that set the scene on page 201 of your text. The Paquette family is tired after a day's travel to Quebec City. Listen to audiotape 2A and follow the conversations in your text on pages 201 to 203. Listen several times. It is not necessary to understand every word, but try to establish the basic ideas running through the story.



#### Vocabulary

Je suis épuisé(e).	I'm exhausted.
Je suis fatigué(e).	I'm tired.
J'ai faim.	I'm hungry.
Je vais me coucher.	I am going to bed.
de bonne heure	early, in good time
Je veux bien me reposer.	I really want to rest.

### Vocabulary

le bain tourbillon	the whirlpool tub
un estomac vide	an empty stomach
Je veux nager.	I want to swim.
une piscine chauffée	a heated pool
J'ai réservé deux chambres.	I reserved two rooms.
sous votre nom	under your name
confirmer	to confirm
je n'ai pas pensé	I didn't think
à faire cela	to do that
je voudrais	I would like
si vous permettez	if you wish
permettez-moi	let me
les lits supplémentaires	extra beds
Toutes les tables sont réservées.	All tables are reserved.
C'est incroyable!	It's unbelievable!
Quel dommage.	What a shame.
À quel étage?	On what floor?
Ils sont fermés.	They are closed.
J'en ai assez!	I have had enough!
Montons à notre chambre.	Let's go up to our room.
Vous avez de la chance!	You are lucky!
au rez-de-chaussée	on the main floor
l'ascenseur	the elevator
ne fonctionne pas	is not working
jusqu'au fond	up to the end
près de	near
regarde l'affiche	look at the poster

B. Practise the lines in small sections. To help you understand the ideas, answer the following comprehension questions.

1. M. Paquette est épuisé. Qu'est-ce qu'il va faire?
2. Mme Paquette est fatiguée aussi. Qu'est-ce qu'elle veut faire?
3. Qui a faim?
4. Qu'est-ce que Jason veut faire?
5. Qu'est-ce que sa soeur veut faire?
6. Qu'est-ce que M. Paquette a réservé?
7. Pourquoi est-ce qu'il n'y a pas de chambres réservées sous son nom?
8. M. Paquette veut deux chambres à deux lits. Qu'est-ce que l'hôtel peut lui donner?



9. Combien coûte la chambre?
10. Qu'est-ce que Mme Paquette pense du prix?
11. Pourquoi est-ce que Jason est déçu (disappointed)?
12. Pourquoi est-ce que Mme Paquette et sa fille sont déçues?
13. La chambre est à quel étage?
14. Jason voit une affiche. Qu'est-ce qui se passe ce soir-là?
15. Qui est content?
16. Qui n'est pas content?

Check your answers by turning to the *Après tout*, Section 3: Activity 1.

## Review

If you wish to review some of the main points taught in this module, do so now. Look at

- the *passé composé* of *er* verbs (affirmative and negative forms)
- vocabulary for means of transportation
- demonstrative adjectives: *ce, cet, cette, ces*

### **Faire: Le passé composé, il(s) and elle(s) Forms**

The verb *faire* is an irregular verb, which means that the pattern it follows in its conjugation is irregular. The spelling and pronunciation forms are not consistent, but if you learn each one as you go, you will not run into any problems. You have used the verb *faire* in its present tense form.

In this section, you will see it in its past tense form. Compare these sentences:

Qui **fait** du ski nautique?  
Qui **a fait** du ski nautique?

Il **fait** de la gymnastique.  
Il **a fait** de la gymnastique.

Joanne et Maryse **font** du karaté.  
Joanne et Maryse **ont fait** du karaté.

Ils **font** du café et elles **font** des sandwiches.  
Ils **ont fait** du café et elles **ont fait** des sandwiches.

The verb *faire* in the first part of its past tense form uses the helping verb *avoir*. The second part of the past tense form of the verb *faire* is *fait*.

### Names of Playing Cards

coeur ..... hearts  
 carreau ..... diamonds  
 trèfle ..... clubs  
 pique ..... spades

le joker ..... the joker  
 l'as ..... the ace  
 le roi ..... the king  
 la dame ..... the queen  
 le valet ..... the jack

l'as de pique ..... the ace of spades  
 le roi de coeur ..... the king of hearts  
 la dame de trèfle ..... the queen of clubs  
 le valet de carreau ..... the jack of diamonds

le cinq de trèfle ..... the five of clubs  
 le dix de coeur ..... the ten of hearts  
 le trois de carreau ..... the three of diamonds  
 le huit de pique ..... the eight of spades

### Workbook (*Exercice d'écoute H, page 149*)



C. Use audiotope 5A to do this exercise, and turn to page 149 in the workbook.

There are four columns with card pictures. The first column represents the word *il*; the second column represents the word *elle*; the third column represents the word *ils*; and the fourth column represents the word *elles*. As you play the tape, listen especially for these words at the beginning of each of the sentences. Check the card in the column of the word you hear.

Look at number 1, which is done for you. The first sentence on tape is *Elle a fait les billets*. Check the king of diamonds card. The second sentence is *Ils ont décoré la salle*. Check the five of hearts card. Finally, circle the highest of the two cards, in this case, the king of diamonds.

Check your answers by turning to the *Après tout*, Section 3: Activity 1.

### Activity 2: Réservations d'hôtel

#### Student text (*La voix des jeunes II, A. Tout est prêt?, page 192*)



Student exchanges are good ways to combine travelling with language study. In a student exchange, one group of students invites another group, usually from a different background and culture, to spend a predetermined time with each other in their homes and schools.

M. Robillard's class is preparing to receive their exchange students. They are making an invitation list and preparing a list of activities that they will do together.



- A. Read the scene-setting introduction on page 192 of your text; then, using audiotape 1B, listen to the conversations several times. Although the dialogues are longer, they have fewer substitutions, so you can practise the similarities quite easily as you work out numbers 1 to 4. Refer to the vocabulary box that follows if you need to.

Vocabulary	
un échange	an exchange
vérifier	to verify
Tout est prêt.	Everything is ready.
la liste suivante	the following list
acheter le prix aussi	to buy the prize also
décorer	to decorate
dessiner	to draw, to design
Commençons.	Let's start.
le dîner d'accueil	the welcoming dinner
Tu t'en souviens?	You remember?
Ne t'inquiète pas.	Don't worry.
le tirage	the raffle
la séance d'accueil	the welcoming session

Check your answers by turning to the Après tout, Section 3: Activity 2.

### Workbook (*Exercice écrit 11, page 163*)



- B. In this exercise, you will be required to use the verb *faire* in the past tense and the demonstrative adjectives. Numbers 1 and 2 are already done. The first thing to do is complete the “responsibilities” column. Georges will bring a pizza; Jennifer will bring sandwiches. To see what Tom and David will bring, look at picture number 3. Once you have determined what each person will bring, write a complete sentence in the “results” column to say what each person has made. Follow the examples given in numbers 1 and 2.

Save this exercise to submit as part of your module assignment.

#### **Faire: Le passé composé, je/nous, and tu/vous Forms**

Here are the remaining forms of the verb *faire*.

j'ai fait	I made
tu as fait	you made (singular)
nous avons fait	we made
vous avez fait	you made (singular or plural)



Because the helping verb *avoir* is used with the verb *faire*, you will recognize the present tense of *avoir* and a form of the verb *faire*. This form is called the past participle. Here is the complete verb conjugation for the past tense (*le passé composé*) of *faire*:

j'ai fait	nous avons fait
tu as fait	vous avez fait
il/elle a fait	ils/elles ont fait

To change this verb to the negative form, just add *ne...pas* around the **helping** verb.

je n'ai pas fait	nous n'avons pas fait
tu n'as pas fait	vous n'avez pas fait
il/elle n'a pas fait	ils/elles n'ont pas fait

### Student text (*La voix des jeunes II, B. On part!, page 193*)



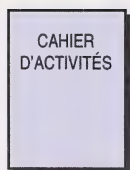
This is a similar exercise to that on page 192. It is an excellent opportunity to practise the oral versions of the verb *faire* and the expressions used with it, and to review the expressions of time that you studied earlier.

Read the introduction on page 193. The Davis family is leaving on holidays. M. Davis is checking to see whether all of the last-minute preparations have been made.



- C. Listen to audiotope 1B. Listen several times. Follow in your text on page 193, then listen again with your text closed. Practise the conversation, using the substitutions listed in the *Au choix* section. Work with a partner if you can.

### Workbook (*Exercice écrit 12, page 164*)



- D. In this exercise, you are given a grid with several sentences. But there are blocks of letters missing. Complete the sentences with the correct blocks of letters; then write each sentence on its own line, below the grid. The first one is done for you. Be sure to watch your spelling as you separate the sentences.

Check your answers by turning to the *Après tout*, Section 3: Activity 2.

### Student text (*Situation 2, A, page 204*)



- E. To review and reinforce the vocabulary for making hotel reservations and asking about hotel facilities, match the sentences in column A with those in column B of exercise A, on page 204 of your text. They make up a dialogue between a desk clerk in the hotel and a client.

### Vocabulary

le préposé à la réception	the desk clerk
la gare	the station, the depot
une salle d'exercices	an exercise room
des divertissements	amusements
à proximité	nearby, close to
des séries de poids	weights
un appareil grimpeur	a climbing apparatus
des matelas	gym mats, mattresses
Ça dépend.	That depends.

Check your answers by turning to the *Après tout*, Section 3: Activity 2.

### Student text (*La voix des jeunes II, C. En route, pages 194 and 195*)



- F. Certainly you have experienced the boredom and impatience of young and not-so-young children on a long trip? After a while, card games and watching licence plates just don't fill in the time anymore. In the conversation among the Ferlaine family members, you will recognize this situation. Follow in your text on page 194 as you listen to the dialogues for exercise C on audiotope 1B. Practise repeating the roles until you feel comfortable with them. Remember to use the substitution list, or make your own word substitutions. You should work with a partner if possible.



### Workbook (*Exercice écrit 13, page 165*)



- G. In this exercise, simply match the comic strip with the sentences listed at the top of the page. Notice the use of the verb *faire*.

Check your answers by turning to the *Après tout*, Section 3: Activity 2.

### Workbook (*Exercice écrit 14, pages 166 and 167*)

Before beginning this exercise, you may want to review or at least reread *Situation 2* on pages 201 to 203 of your text.



- H. You are to write a letter to the manager of the hotel to reserve a room. Study the example given on page 166 of the workbook and imitate the format in your letter. Use page 167 to write your letter. You may want to use other paper to write a rough draft first, and then transfer your letter to page 167.

### Student text (Situation 2, B, pages 204 and 205)

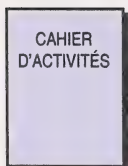
This exercise will give you the opportunity to create a telephone dialogue that will be very similar to the letter you have just written in the previous exercise.

Open your text to pages 204 and 205. You will see brochure pages from three different hotels: the YMCA–YWCA, the Hôtel Tadoussac, and the Château Frontenac. Take a few minutes to study and compare the services, accommodations, and prices at each place.



#### Vocabulary

une cuisinette	a kitchenette
les machines distributrices	vending machines
le stationnement	parking
l'eau de mer	the salt water
chauffé(e)	heated
le service aux chambres	the room service
le service de garderie	the daycare
la galerie d'art	the art gallery
la boutique d'artisanat	the craft store
la marelle	hopscotch
une soirée d'animation	a fun night out
l'observation des baleines	the whale watching
l'emplacement	the site
la vieille ville fortifiée	the old fortified city
une chambre sans pension	a room without board
une chambre et pension	a room and board
l'heure de départ	departure time, checkout time
un repas gastronomique	a gourmet meal
l'équitation	horseback riding
des excursions	tours
la location de voitures	car rental
le blanchissage	the laundry
le nettoyage à sec	the dry cleaning
le gardiennage d'enfants	baby-sitting, child care
le comptoir de voyages	the travel agency, travel counter



- I. Select **one** of these hotels and prepare a phone call to reserve a room there. Refer to the vocabulary in the workbook exercise on page 166 and to the text, pages 201 to 205. Write the dialogue in the *À mon tour* section of your notebook. Use the title *Réservation sur un hôtel*.



## Conclusion

Could you do a better job of getting a hotel room than the Paquette family? You probably could. Why was their experience such a disaster? It comes down to a lack of communication. Communicate! Dare to use your French. Dare to make mistakes, but be prepared to learn from them.

## Section 3 Assignment

Listed here are the assignments that are to be submitted for evaluation. You have already completed most of these assignments as you worked through this section. At this point, you should do any remaining parts of the assignment, including the recordings. Collect all your assignments, but do not submit them yet. You will submit them with the assignments for the rest of the sections. Do not rewind your oral assignment tape when you have completed the oral assignments here, so that the tape will be ready for you to add the oral assignments for the next section.

Here are your instructions for this assignment.

20

- A. Submit this writing exercise.

Workbook, *Exercice écrit 11*, page 163 **(20 marks)**

44

- B. Submit the answers to this oral exercise, recorded on your oral assignment tape.

Student text, *Situation 2, A*, page 204 **(44 marks)**

36

- C. Submit this personalized exercise.

Write a letter to the Château Frontenac hotel to reserve two single rooms for three days. Ask six questions about the hotel and the surrounding area. See page 205 of the student text and page 166 of the workbook for useful information. This exercise will be graded on accuracy and effort. **(36 marks)**

## Section

# 4

# Visitez le Canada



In this final section of the course, you will write a television commercial, practise ordering in a restaurant, and practise giving and receiving directions. You will have a chance to show your skills by making a package of promotional materials to tell people about your community.

## Activity 1: Un vidéo publicitaire

With this section, you will complete the work for French 10.

### Workbook (*Exercice d'écoute I, page 150*)

- A. This activity is a review of the verbs *faire*, *aller*, and regular *er* verbs. Listen to the taped sentences on audiotape 5A and turn to page 150 of your workbook. Put the numbers of the sentences in the small box found in the upper-left corners of the pictures. Join the boxes by adding arrowheads to the line that leads from picture 1 to picture 2, to picture 3, and so on, in the direction of the movement.



Vocabulary	
les cartes de la région	regional maps
Provigo	a supermarket chain like IGA
la réglisse rouge	red licorice
le ménage	housework

Save this exercise to submit as part of your module assignment.

### Student text (*La voix des jeunes II, D. À ton tour, page 195*)



Once again you come upon an *À ton tour* exercise. These are the ones where you apply the knowledge you have gained over the last few lessons. In this particular exercise, you will be using the verbs *faire*, *aller*, and other *er* verbs, all in the past tense (*le passé composé*). The situation you will describe is one in which your friend has just returned from a long trip. You and another friend are having a party to celebrate the homecoming. Tell what you did to get ready for the party.



- B. Read the description in the bubble and the suggested expressions in the *Pour t'aider* list. Listen to audiotape 1B for the oral presentation of the description. Listen several times. Stop the tape if you have to, and repeat the sentences one at a time. This will help to consolidate the vocabulary, verbs, sentence patterns, and rhythm and flow of the language. Use this paragraph as your pattern and follow the format fairly closely. Write the paragraph in the *À mon tour* section of your notebook. Title your paragraph *Mes préparatifs*.

Save this exercise to submit as part of your module assignment.



### Student text (*Super-expressions, A and B, page 191*)



Now you'll learn some of the expressions that give a language its uniqueness and sparkle. These expressions do not always have English equivalents or, if they do, the equivalents are quite different in structure.

#### The Indefinite Pronoun *On*

At least three of the expressions included in the *Super-expression* section this time have the indefinite pronoun *on* in them. This is the pronoun you use when there is no one in particular to refer to. Look at the following sentences.

<b>On</b> dit qu'il fait chaud dans le désert.	<b>They</b> say it is hot in the desert.
<b>On</b> doit être honnête quant à son âge.	<b>One</b> should be honest about one's age.
<b>On</b> est prêt? <b>On</b> y va?	Are <b>you</b> ready? Shall <b>we</b> go?

In all cases, the subjects are indefinite. Who precisely is "they" in "They say it is hot"? Who precisely is "one" in "One should be honest"? These pronouns refer to people in general, not to one specific person. That is why they are called indefinite pronouns.

#### C. Exercise A

Look at the list of expressions on page 191. Read the bubbles and put one of the expressions in each empty bubble. In some cases, more than one answer is possible.

Check your answers by turning to the *Après tout*, Section 4: Activity 1.

#### D. Exercise B

Again, there may be several possible expressions which could be suitable in the following situations. Read each one carefully and choose an expression for each of numbers 1 to 4.

Check your answers by turning to the *Après tout*, Section 4: Activity 1.

### Student text (*Coin de lecture, pages 211 and 212*)

You may have seen commercials in the media advertising vacations to exotic lands. They usually contain lovely pictures and a list of things to do and see. M. Robillard's class has written such a commercial about Canada and are in the process of recording it. It is a group project, and teamwork is required to make it a success. As in most teams, there are frustrations and disagreements, but in the end everything turns out fine.



Read the commercial itself on page 211. It is written in very fine print in the box. Read also what the students are saying as they go through the process of taping the commercial. This is on pages 211 and 212. Finally, listen to the recorded version of the taping process on audiotape 6A.

Vocabulary	
enregistrer	to record
un message publicitaire	a commercial
l'enregistrement	recording
un palmier	a palm tree
un érable	a maple tree
le maquillage	make-up
la lumière	the lighting
à vos places	to your places, take your places
Silence, moteur, action!	Quiet, rolling, action!
Coupez!	Cut!
Encore une fois.	Once again.
un pays	a country
une prise	a take
J'abandonne.	I give up.
J'ai oublié.	I forgot.
la fin du monde	the end of the world
J'ai essayé d'être patient.	I tried to be patient.
faire un vidéo	to make a video
Laisse-moi diriger.	Let me direct.
une bonne idée	a good idea
en fin de compte	when all is said and done
Tout s'est bien passé.	Everything went well.

**Student text** (*Coin de lecture, A. Qui a fait quoi? and B. Ton opinion, s'il te plaît, page 213*)

### E. Exercise A

Exercise A is entitled *Qui a fait quoi?* (Who Did What?) Read the sentences and indicate who performed the action described. Number 1 is done for you.

Check your answers by turning to the *Après tout*, Section 4: Activity 1.

## F. Exercise B

If you recall, the expressions *je suis d'accord* and *je ne suis pas d'accord* are used to express agreement or disagreement with an opinion. Read aloud the four opinions stated in exercise B, and after each one say *je suis d'accord* if you agree with the statement, or *je ne suis pas d'accord* if you do not agree with it. You do not have to record this exercise.

### Student text (Situation 3, pages 206 and 207)

Think of a fancy restaurant where you have eaten or where you would like to eat. Think of the floor plan. Is there a cloakroom? Are there smoking and non-smoking sections? What is the menu like? What are the clients like?



Open your text to page 206. Nicole is a waitress in an elegant restaurant. She has worked an afternoon shift and it is now 7 p.m. Play audiotape 2A to hear her conversation with a client who has obviously had a bad day.

G. When you have listened to the conversation a few times, try answering the following comprehension questions to test the accuracy of your understanding.

1. Quel est l'emploi de Nicole?
2. Où est-ce qu'elle travaille?
3. Quelle heure est-il?
4. Qui entre dans le restaurant?
5. Est-ce que le client préfère la section fumeurs ou non-fumeurs?
6. Quelle table est-ce qu'il n'aime pas?
7. Quelle table est-ce qu'il aime?
8. Qu'est-ce qu'il y a avec la bisque de fruits de mer?
9. Pourquoi est-ce qu'il ne veut pas la bisque de homard?
10. Quel problème y a-t-il avec le rosbif?
11. Comment est-ce qu'il aime le rosbif?
12. Le client difficile part. Qui arrive maintenant?

Check your answers by turning to the *Après tout*, Section 4: Activity 1.

### Student text (Situation 3, A, B, and C, pages 208 to 210)

## H. Exercise A

Before beginning this exercise, number the sentences on page 208 from 1 to 10. Beside each picture, write the number of the matching sentence. For example, picture 9 shows a person asleep at the table. The sentence which matches this is 1. *Le service n'est pas très bon; pourquoi ce retard?*

Continue matching the sentences with the pictures in this manner.



Vocabulary	
ce retard	this delay
propre	clean
assez cuit	cooked enough
trop cuit	overcooked
trop salé	too salty
frais	fresh
une mouche	a fly
l'agneau	lamb
le ragoût de boeuf	beef stew
l'addition	the bill

Check your answers by turning to the Après tout, Section 4: Activity 1.

### I. Exercise B

Read questions 1 to 10. Match the questions with the answers in the bubbles and write them down.

Check your answers by turning to the Après tout, Section 4: Activity 1.

### J. Exercise C

The purpose of this menu is to give an authentic look, so do not be intimidated by all of the vocabulary. It is not necessary to remember the names of all the dishes. On the following pages, you'll find explanations of how they are prepared, but you do not need to remember all of the details. The important work is the development of a dialogue. Read the introductory paragraph, which asks you to prepare a dialogue between you and the waiter or waitress. Here are a few examples of what the waiter might ask.

Vous êtes prêt à commander?	Are you ready to order?
Voulez-vous un apéritif?	Would you like an aperitif (drink)?
Voulez-vous un hors d'oeuvre?	Would you like an hors d'oeuvre?
Quelle entrée voulez-vous?	Which entrée would you like?
Et comment voulez-vous votre rosbif?	And how would you like your roast beef?
Et comme dessert?	And for dessert?
On peut vous servir un café?	May we serve you coffee?

You will notice that many of the terms for cooking and food preparation are French and remain in French even though you may be using the English language. Write your dialogue and practise it with a partner.

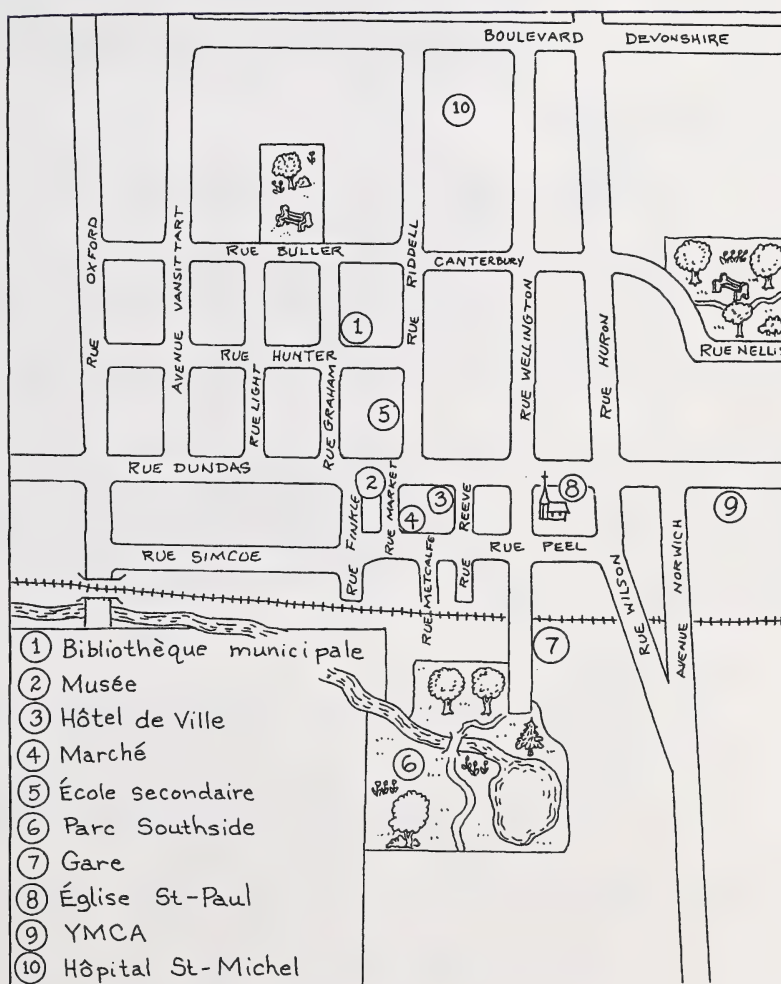
## A Glossary of French Cooking Terms

Hors d'oeuvre	a snack food often used at parties or before a meal
Escargots de Bourgogne	snails prepared in hot garlic butter
Coquille aux fruits de mer	bite-size pieces of seafood served in a shell with a sauce
Moules marinière	mussels in a white wine and herb sauce
Pâté de campagne	meatloaf or meat pie served cold
Pâté de foie gras	goose liver, bacon, etc., ground up fine and served in a pastry crust
Crevettes à l'ail	shrimp in garlic sauce
Asperges vinaigrette	asparagus with an oil and vinegar dressing
Saumon fumé	smoked salmon
Potage	thick soup
Soupe du jour	soup of the day
Soupe à l'oignon	onion soup
Bisque de fruits de mer	seafood purée served as a thick soup
Bouillabaisse	a Mediterranean specialty – fish soup
Soupe aux pois	pea soup
Poisson	fish
Filet de sole meunière	sole fillets floured and fried in butter
Filet de sole aux crevettes	sole fillets made with white wine and shrimp sauce
Saumon “Hollandaise”	salmon with Hollandaise sauce
Pétoncles (frits, sauce tartare)	scallops (fried, with tartar sauce)
Cuisses de grenouilles provençales	frog's legs sautéed in garlic butter
Coquille Saint-Jacques	pilgrim shell scallops
Plats cuisinés	meat dishes
Coq au vin de Bourgogne	chicken in wine and garlic butter sauce
Canard à l'orange	duck in orange sauce
Lapin à la moutarde	rabbit with mustard sauce
Veau à la bretonne (au cidre)	veal with beans in cider sauce
Carré d'agneau bouquetière	lamb garnished with vegetables
Boeuf bourguignon	beef with onions, mushrooms, and cream sauce
Entrecôte grillée	grilled rib steak
Ragoût de boulettes	meatball stew
Bifteck au poivre	pepper steak
Légumes	vegetables
Champignons sautés	fried mushrooms
Asperges au beurre	buttered asparagus
Choux-fleurs au gratin	cauliflower with grated cheese
Choux de Bruxelles	Brussels sprouts
Salade verte	green salad
Salade niçoise	salad containing garlic and tomatoes

Café	coffee
Thé	tea
Lait	milk
Café espresso	very strong coffee made by forcing steam through dark roasted coffee beans, served in a demi-tasse
Café cappuccino	very strong coffee mixed with frothed hot milk or thick cream and sprinkled with cinnamon

## Activity 2: Le tourisme

Student text (*Méli-Mélo, B. Ah, les touristes!, page 190*)





- A. To prepare for exercise B, do the following activity on giving directions. Look at the preceding street map and read the legend. Imagine that someone is asking you directions to a particular place in the city. How would you answer in French?

Vocabulary	
sortez	go out
tournez à gauche	turn left
tournez à droite	turn right
allez tout droit	go straight ahead
allez jusqu'à	go up to, go as far as
C'est là.	It is there.
C'est à côté de...	It is beside...
C'est en face de...	It is in front of...
C'est derrière...	It is behind...

Read this example.

Un touriste vous demande, « Pour aller à l'hôtel de ville, s'il vous plaît? »  
(How do I get to City Hall, please?)

Vous dites, « Sortez à la rue Hunter, puis tournez à gauche. Allez jusqu'à la rue Riddell. Tournez à droite. Continuez tout droit jusqu'à la rue Dundas, puis tournez à gauche. L'Hôtel de ville est là, à votre droite. »

(Go out onto Hunter Street and turn left. Go as far as Riddell Street. Turn right. Go straight ahead up to Dundas Street and turn left. City Hall is there, on your right.)



Open your text to page 190. You will see a city map section. To the right you will see the legend, which tells you what places the numbers on the map represent. Following the format set out in the bubbles, make up little dialogues in which one person asks directions and the other person gives them. Use the expressions from *Pour vous aider* as well as those in the previous Vocabulary box on this page. Complete numbers 1 to 4. Here is the first one, given as an example.

1. Le Forum:

Une personne: Excusez-moi, monsieur. Pour aller **au Forum**, s'il vous plaît?

Moi: Eh bien.... Sortez à la rue Mansfield. Tournez à droite et allez jusqu'à la rue Ste-Catherine, puis tournez à gauche. Continuez tout droit jusqu'à la rue Closse. Le Forum est là, à votre droite.

Check your answers by turning to the *Après tout*, Section 4: Activity 2.

**Student text (*Méli-Mélo, A, page 189*)**

- B. Look at the picture of this girl who has just finished a tour of Canada and who is showing off her souvenirs. She has bought two hats: a cowboy hat and a beaver hat. She has bought other things to wear as well: an apron, moccasins, and goose boots. She has pins to wear and a ring. Finally, she is bringing home a replica of the CN tower and a soapstone sculpture. Where did she buy all of these things?

Open your text to page 189. Read the introduction to exercise A. For each of the ten souvenirs, name the province where it was bought.



Check your answers by turning to the *Après tout*, Section 4: Activity 2.

**Workbook (*Exercice écrit 15, page 168*)**

- C. This is a review exercise. In the appropriate spots on the menu, enter the names of the dishes given at the top of the page.

Check your answers by turning to the *Après tout*, Section 4: Activity 2.

### Student text (*Interaction, page 214*)

- D. This activity requires you to create a promotional package to give to tourists travelling through your area.



Refer to text pages 190 (map of a region) and 213 (example of a brochure on the region).

Next, list the attractions and tourist spots of your local region. Include some of the popular hotels and restaurants in and around this region. Unless there is an official French name for them, leave the names of restaurants, hotels, and tourist attractions in English and write one sentence about each in French.

If you have a pin to include, do so, but if you don't, try to find something that represents the region, or create a pin based on an activity or place that the region is noted for.

Open your text to page 214. Read the instructions, and prepare your tourist package. You should have all four items listed as (a), (b), (c), and (d).

Save this exercise to submit as part of your module assignment.

## Conclusion

This concludes the final section of French 10. In this section, you have had a chance to use your French to create a TV commercial and “promo package” inviting tourists to your community. Take pride in what you are accomplishing. These are milestones in your progress.

## Section 4 Assignment

Listed here are the assignments that are to be submitted for evaluation. You have already completed most of these assignments as you worked through this section. At this point, you should do any remaining parts of the assignment, including the recordings. When you have completed them, package them with the assignments for Sections 1, 2, and 3, and your oral assignment tape. Rewind the oral assignment tape when you have completed the oral assignments, so that the tape will be ready for the teacher.

Here are your instructions for this assignment.

- A. Submit this listening exercise.

Workbook, *Exercice d'écoute I*, page 150 (16 marks)

16



34

B. Submit this writing exercise.

Student text, *Exercise D*, page 195. Send in the paragraph you wrote; the suggested title for it was *Mes préparatifs*. **(34 marks)**

50

C. Submit this personalized exercise.

Student text, *Interaction*, page 214

Send in the promotional package for tourists that you prepared as part of the *Interaction*. **(50 marks)**

## MODULE SUMMARY

This module has given you the chance to use French to talk about some interesting places in Canada and the USA. You have learned to use the past tense (*le passé composé*) to describe a trip you have taken. You can describe where you went on your trip, how you travelled, and what you did when you got there. You have learned how to make reservations for travel by train or plane, and for a hotel room at your destination. You can eat in style when you have finished checking into the hotel, because you know how to order a meal in the restaurant.

Travel plans are always influenced by the weather. You have discussed the weather in its many varieties. If you live in an area where you can listen to a French-language weather report on a French radio or television station of CBC/Radio Canada, try listening to the weather report. Television is easiest to understand because of the pictures, but you should be able to follow the gist of a weather broadcast on radio as well.

Congratulations on completing your assignments for French 10! Good luck on your final test.



## COURSE SURVEY FOR FRENCH 10

*Please evaluate this course and return this survey when you have completed your last module assignment. This is a course designed in a new distance-learning format, so we are interested in your responses. Your constructive comments will be greatly appreciated, as future course revisions can then incorporate any necessary improvements.*

Name \_\_\_\_\_ Course \_\_\_\_\_

Address \_\_\_\_\_ Age ☐ under 19 ☐ 19 to 40 ☐ over 40

\_\_\_\_\_ File No. \_\_\_\_\_

\_\_\_\_\_ Date \_\_\_\_\_

### Design

1. This course contains a series of module booklets. Do you like the idea of separate booklets?

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2. Have you ever enrolled in a correspondence course that arrived as one large volume?

☐ Yes ☐ No If yes, which style do you prefer?

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3. The module booklets contained a variety of self-assessed activities. Did you find it helpful to be able to check your work and have immediate feedback?

☐ Yes ☐ No If yes, explain.

---

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4. Were the questions and directions easy to understand?

☐ Yes ☐ No If no, explain.

---

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5. Each section contains Follow-up Activities. Which type of follow-up activity did you choose?

- ☐ mainly Extra Help
- ☐ mainly Enrichment
- ☐ a variety
- ☐ none

Did you find these activities beneficial?

- ☐ Yes    ☐ No    If no, explain.

---

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6. Did you understand what was expected in the section assignments?

- ☐ Yes    ☐ No    If no, explain.

---

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7. The course materials were designed to be completed by students working independently at a distance. Were you always aware of what you had to do?

- ☐ Yes    ☐ No    If no, provide details.

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8. Suggestions for audiocassette and videocassette activities may have been included in the course. Did you make use of these media options?

- ☐ Yes    ☐ No    Comment on the lines below.

---

---

## Course Content

1. Was enough detailed information provided to help you learn the expected skills and objectives?

- ☐ Yes    ☐ No    Comment on the lines below.

---

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2. Did you find the work load reasonable?

☐ Yes    ☐ No    If no, explain.

---

---

3. Did you have any difficulty with the reading level?

☐ Yes    ☐ No    Please comment.

---

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4. How would you assess your general reading level?

☐ poor reader    ☐ average reader    ☐ good reader

5. Was the material presented clearly and with sufficient depth?

☐ Yes    ☐ No    If no, explain.

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## General

1. What did you like least about the course?

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2. What did you like most about the course?

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## Additional Comments

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**Only students enrolled with the Alberta Distance Learning Centre need to complete the remaining questions.**

1. Did you contact the Alberta Distance Learning Centre for help or information while doing your course?

☐ Yes    ☐ No    If yes, approximately how many times? \_\_\_\_\_

Did you find the staff helpful?

☐ Yes    ☐ No    If no, explain.

---

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2. Were you able to fax any of your assignment response pages?

☐ Yes    ☐ No    If yes, comment on the value of being able to do this.

---

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3. If you were mailing your assignment response pages, how long was it taking for their return?

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4. Was the feedback you received from your correspondence teacher helpful?

☐ Yes    ☐ No    Please comment.

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Thanks for taking the time to complete this survey. Your feedback is important to us. Please return this survey with your last module assignment.

Instructional Design and Development  
Alberta Distance Learning Centre  
Box 4000  
Barrhead, Alberta  
T0G 2P0



# Après tout



**Glossary**

**Suggested  
Answers**



## Glossary

- à bicyclette:** on a bicycle, by bicycle  
**À bientôt.:** See you soon.  
**acheter le prix aussi:** to buy the prize also  
**à cheval:** on horseback, by horse  
**addition (f.):** bill  
**à faire cela:** to do that  
**agneau (m.):** lamb  
**Alberta (f.):** Alberta  
**aller et retour (m.):** return trip (See also **aller retour.**)  
**aller retour (m):** return trip (See also **aller et retour.**)  
**aller simple (m.):** one-way trip  
**allez jusqu'à:** go up to, go as far as  
**allez tout droit:** go straight ahead  
**amicalement:** with friendship  
**amitiés:** your friend  
**à moto:** on a motorbike, by motorcycle  
**à pied:** on foot  
**appareil grimpeur (m.):** climbing apparatus  
**à proximité:** nearby, close to  
**À quel étage?:** On what floor?  
**Arrête là!:** Stop there!  
**arrivée (f.):** arrival  
**arriver:** to arrive  
**ascenseur (m.):** elevator  
**assez cuit:** cooked enough  
**aubaine (f.):** a good deal, a bargain  
**au mois de juillet:** in the month of July  
**au plaisir de te revoir:** until I have the pleasure of seeing you again  
**au rez-de-chaussée:** on the main floor  
**au verso:** on the back  
**à vos places:** take your places  
**bain tourbillon (m.):** whirlpool tub  
**beaucoup de travail:** lots of work  
**blanchissage (m.):** laundry  
**bonne idée (f.):** good idea  
**boutique d'artisanat (f.):** craft store  
**Ça dépend.:** That depends.  
**Calme-toi!:** Calm down!  
**Canada (m.):** Canada  
**carte de la région (f.):** regional map  
**Ça suffit.:** That's enough.  
**Ça te rappelle quelque chose?:** It reminds you of something?  
**Ce n'est pas de tes affaires.:** It's none of your business.  
**ce n'était pas:** it was not  
**centre commercial (m.):** mall  
**ce retard:** this delay  
**C'est à côté de...:** It is beside...  
**C'est assez!:** That's enough!  
**C'est brumeux.:** It's foggy.  
**C'est derrière...:** It is behind...  
**C'est en face de...:** It is in front of...  
**C'est ensoleillé.:** It is sunny.  
**C'est incroyable!:** It's unbelievable!  
**C'est là.:** It is there.  
**C'est pour combien de personnes?:** It's for how many people?  
**C'est ton tour.:** It's your turn.  
**C'est venteux.:** It's windy.  
**C'est vraiment amusant.:** It's really funny.  
**C'est vraiment dommage.:** It's really too bad.  
**c'était:** it was  
**cette visite-là:** that visit there  
**chambre et pension (f.):** room and board  
**chambre sans pension (f.):** room without board  
**chanceux:** lucky  
**chauffé(e):** heated  
**Cher... (m.):** Dear...  
**Chère... (f.):** Dear...  
**Colombie-Britannique (f.):** British Columbia  
**commander:** to order  
**Commençons.:** Let's start.  
**comptoir de voyages (m.):** travel agency, travel counter  
**confirmer:** to confirm  
**confortablement:** comfortably  
**couper:** to cut  
**Coupez!:** Cut!  
**cuisinette (f.):** kitchenette  
**d'ailleurs:** besides, furthermore  
**d'après:** according to  
**d'autres choses:** other things, of other things  
**de bonne heure:** early, in good time  
**décorer:** to decorate  
**départ (m.):** departure  
**dès que:** as soon as  
**dessiner:** to draw, to design  
**dîner d'accueil (m.):** welcoming dinner  
**divertissements:** amusements  
**Donne-moi cette carte ou...:** Give me that card or...  
**eau de mer (f.):** salt water  
**échange (m.):** exchange  
**Écoute ceci.:** Listen to this.  
**eh bien:** well  
**emplacement (m.):** site  
**en 1990:** in 1990  
**en auto:** by car  
**en autobus:** by bus



**en avion:** by plane  
**en bateau:** by boat  
**en calèche:** by calèche, by carriage  
**Encore une fois.:** Once again.  
**en fin de compte:** when all is said and done  
**en hiver:** in winter  
**enlever:** to remove  
**en main:** at hand, handy  
**enregistrement (m.):** recording  
**enregistrer:** to record  
**en taxi:** by taxi  
**en train:** by train  
**en voiture:** by car  
**équitation (f.):** horseback riding  
**érable (m.):** maple tree  
**essayer:** to try, to try on  
**estomac vide (m.):** empty stomach  
**et comment:** and how  
**été dernier (m.):** last summer  
**excursion (f.):** excursion  
**faire un vidéo:** to make a video  
**fin du monde (f.):** end of the world  
**frais:** fresh  
**galerie d'art (f.):** art gallery  
**gardiennage d'enfants (m.):** babysitting, childcare  
**gare (f.):** station, depot  
**grosses bises:** hugs and kisses  
**heure d'arrivée (f.):** arrival time  
**heure de départ (f.):** departure time, checkout time  
**horaire (m.):** schedule  
**ici:** here  
**Île-du-Prince-Édouard (f.):** Prince Edward Island  
**il est allé:** he went  
**Il fait beau.:** It's nice out.  
**Il fait chaud.:** It's warm (hot) out.  
**Il fait doux.:** It's mild.  
**Il fait du brouillard.:** It's foggy.  
**Il fait du vent.:** It is windy.  
**Il fait frais.:** It's cool.  
**Il fait froid.:** It's cold out.  
**Il fait mauvais.:** It's nasty out.  
**Il fait très chaud.:** It's very hot.  
**Il gèle.:** It is freezing.  
**Il neige.:** It is snowing.  
**Il n'y a rien de moins cher que ça?:** There's nothing less expensive than this?  
**Il pleut.:** It is raining.  
**ils ont fait:** they did  
**Ils sont fermés.:** They are closed.  
**Ils vont venir le chercher.:** They will come to look for him.

**Il vente.:** It's windy.  
**Il y a des averses.:** There are showers.  
**Il y a des éclairs.:** There is lightning.  
**il y a deux ans:** two years ago  
**Il y a du brouillard.:** It's foggy.  
**Il y a du vent.:** There is wind. It's windy.  
**Il y a un orage.:** There is a storm. It's stormy.  
**J'abandonne.:** I give up.  
**J'ai essayé d'être patient.:** I tried to be patient.  
**J'ai faim.:** I'm hungry.  
**J'ai oublié.:** I forgot.  
**J'ai réservé deux chambres.:** I reserved two rooms.  
**je dois:** I must  
**J'en ai assez!:** I have had enough!  
**je n'ai pas pensé:** I didn't think  
**Je ne veux pas savoir.:** I don't want to know.  
**J'en suis sûr.:** I am sure of it.  
**Je suis épuisé(e).:** I'm exhausted.  
**Je suis fatigué(e).:** I'm tired.  
**Je vais me coucher.:** I am going to bed.  
**Je veux bien me reposer.:** I really want to rest.  
**Je veux nager.:** I want to swim.  
**Je veux savoir.:** I want to know.  
**je voudrais:** I would like  
**jusqu'au fond:** up to the end  
**Laisse-moi diriger.:** Let me direct.  
**Le temps est couvert.:** It is cloudy.  
**Le temps est ensoleillé.:** It is sunny.  
**liste suivante (f.):** following list  
**lit supplémentaire (m.):** extra bed  
**location de voitures (f.):** car rental  
**lumière (f.):** lighting  
**machine distributrice (f.):** vending machine  
**mais soufflé (m.):** popcorn  
**Mais voyons!:** But see here!  
**Manitoba (m.):** Manitoba  
**maquillage (m.):** make-up  
**marelle (f.):** hopscotch  
**matelas (m.):** gym mat, mattress  
**mémé et pépé:** grandma and grandpa  
**ménage (m.):** housework  
**message publicitaire (m.):** commercial  
**Me voici.:** Here I am.  
**Mon stylo n'a pas d'encre.:** My pen is out of ink.  
**Montons à notre chambre.:** Let's go up to our room.  
**mon vieux:** old friend  
**mouche (f.):** a fly  
**ne fonctionne pas:** is not working  
**Ne te fâche pas.:** Don't get angry.  
**Ne t'en fais pas.:** Don't worry about it.  
**Ne t'inquiète pas.:** Don't worry.

**nettoyage à sec** (m.): dry cleaning  
**nous devons**: we must  
**Nouveau-Brunswick** (m.): New Brunswick  
**Nouvelle-Écosse** (f.): Nova Scotia  
**observation des baleines** (f.): whale watching  
**on m'a présenté à**: I was introduced to  
**Ontario** (m.): Ontario  
**palmier** (m.): palm tree  
**Parle-moi donc**: So, tell me about it.  
**partir**: to leave  
**Pas vraiment**: Not really.  
**pays** (m.): country  
**pendant**: during  
**permettez-moi**: let me  
**piscine chauffée** (f.): heated pool  
**plusieurs**: many  
**préposé à la réception** (m.): desk clerk  
**près de**: near  
**prise** (f.): a take  
**propre**: clean  
**Québec** (m.): Quebec  
**Quel dommage!**: What a shame!  
**quelqu'un**: someone  
**Quel temps fait-il?**: What's the weather like?  
**Qu'est-ce que je dis?**: What am I saying?  
**qui sont tous partis**: who are all gone  
**Quoi de neuf?**: What's new?  
**ragoût de boeuf** (m.): beef stew  
**regarde l'affiche**: look at the poster  
**réglisse** (f.): licorice  
**réglisse rouge** (f.): red licorice  
**repas chaud** (m.): hot meal  
**repas gastronomique** (m.): gourmet meal  
**réserver une place**: to reserve a seat  
**revenir**: to come back, to return  
**salle d'exercices** (f.): exercise room  
**Saskatchewan** (f.): Saskatchewan  
**sauf**: except  
**séance d'accueil** (f.): welcoming session  
**se baigner**: to go swimming  
**sera** (verb *être*, future tense): will be  
**se rencontrer**: to meet (each other)  
**séries de poids** (f.): weights  
**service aux chambres** (m.): room service

**service de garderie** (m.): daycare  
**Silence, moteur, action!**: Quiet, rolling, action!  
**Si on parle de...**: If we talk about...  
**si tu n'as pas beaucoup voyagé**: if you haven't travelled a lot  
**si vous permettez**: if you wish  
**soirée d'animation** (f.): fun night out  
**sortez**: go out  
**souliers** (m. pl.): shoes  
**sous votre nom**: under your name  
**stationnement** (m.): parking  
**tableau d'affichage** (m.): bulletin board  
**tarif** (m.): tariff, fare  
**tarif de base** (m.): base rate  
**tarif spécial** (m.): special rate  
**Terre-Neuve** (f.): Newfoundland  
**Territoires du Nord-Ouest** (m.): Northwest Territories  
**Tiens!**: Here!  
**tirage** (m.): raffle  
**tour** (m.): tour, trip  
**Toutes les tables sont réservées**: All tables are reserved.  
**Tout est prêt**: Everything is ready.  
**Tout s'est bien passé**: Everything went well.  
**tournez à droite**: turn right  
**tournez à gauche**: turn left  
**trop cuit**: overcooked  
**trop salé**: too salty  
**Tu n'y es pas allé(e)**: You didn't go (there).  
**Tu t'en souviens?**: You remember?  
**un peu trop tôt**: a bit too early  
**un seul après-midi**: only one afternoon  
**vacances d'été** (f.): summer holidays  
**vacances d'hiver** (f.): winter holidays  
**vedette** (f.): star (as in rock star, movie star)  
**vérifier**: to verify  
**vieille ville fortifiée** (f.): old fortified city  
**vol** (m.): flight  
**Vous avez de la chance!**: You are lucky!  
**vous devez acheter**: you must buy  
**Vous êtes sûr?**: You are sure?  
**voyage en train** (m.): train trip  
**voyager en attente**: to travel stand-by  
**voyages que tu as faits** (m.): trips you have made  
**Yukon** (m.): Yukon

## Suggested Answers

### Section 1: Activity 1

#### A. Student module booklet, Comprehension Questions

##### Scene 1:

1. Richard et son frère John ont passé leurs vacances ensemble.
2. Ils ont voyagé partout dans l'est du Canada.
3. Ils sont sur le chemin du retour.
4. Ils roulent trop vite. (Ils sont à motocyclette.)
5. Ils roulent trop vite parce qu'il est tard et ils veulent rentrer.

##### Scene 2:

First photograph:

6. John a visité les édifices du parlement à Ottawa.
7. Richard a passé la journée au bord du canal Rideau.
8. Ils sont à Ottawa.

Second photograph:

9. Ils ont passé deux jours au Lac Nipissing.
10. Ils ont rencontré deux jolies filles.
11. Pendant les compétitions de planche à voile.

Third photograph:

12. C'est une photo de Richard.
13. Il est au stade olympique.
14. Il est allé au match de base-ball.
15. John est allé dans le vieux-Montréal avec une ancienne amie.

Fourth photograph:

16. Ils sont au pied de la côte magnétique à Moncton.
17. Ils ont voyagé avec leur cousine Françoise.
18. Ils sont allés à Fredericton, à Saint John, à Caraquet, et à Shediac.
19. Ils sont à Shediac pour assister au festival du homard.

Fifth photograph:

20. Sophie est avec Richard. (C'est une belle fille.)
21. Il a rencontré Sophie à Percé.
22. La motocyclette est à Sophie.
23. Elle va visiter Ste-Marie l'été prochain.



**B. Workbook, Exercice écrit 1, page 152**

- |                            |                                  |
|----------------------------|----------------------------------|
| 2. le Québec               | 8. les Territoires du Nord-Ouest |
| 3. la Colombie-Britannique | 9. l'Ontario                     |
| 4. la Nouvelle-Écosse      | 10. le Yukon                     |
| 5. le Manitoba             | 11. le Nouveau-Brunswick         |
| 6. l'Île-du-Prince-Édouard | 12. Terre-neuve                  |
| 7. l'Alberta               |                                  |

**C. Student module booklet, Comprehension Questions**

## Title and Introduction

1. Reservations for a Flight.
2. Serge va passer une semaine chez ses cousins.
3. Ses cousins habitent à St-Boniface.
4. Ils vont venir le chercher à Winnipeg.
5. Serge téléphone à Air Canada.

## Bottom of page 196

6. Serge veut réserver une place pour Winnipeg.
7. C'est pour le 21 juillet.
8. Il veut partir à 9 h.
9. C'est un peu trop tôt.
10. Oui, il voyage seul.
11. Il veut revenir le 6 août, vers 8 h du soir.

## Top of page 197

12. Son nom de famille c'est Gauthier.
13. Il doit acheter le billet avant le 15 juillet.
14. Serge doit écrire l'heure et le numéro du vol.
15. Son stylo n'a pas d'encre.
16. C'est 670 \$ en première classe.
17. C'est 478 \$ en classe économique.

## Bottom of page 197

18. C'est trop cher. (Il n'y a pas de tarif spécial.)
19. C'est 240 \$ s'il voyage en attente.
20. Il se rend à Winnipeg en camion.
21. Ça lui coûte 20 \$.

**D. Student module booklet, Review: Prepositions and Place Names**

- |  |  |
|--|--|
| 1. C'est à Toronto en Ontario.                       | 6. C'est à Edmonton en Alberta.          |
| 2. C'est à Montréal au Québec.                       | 7. C'est à Moncton au Nouveau-Brunswick. |
| 3. C'est à Québec au Québec.                         | 8. C'est à l'Île-du-Prince-Édouard.      |
| 4. C'est à Calgary en Alberta.                       | 9. C'est à Régina en Saskatchewan.       |
| 5. Elles sont en Colombie-Britannique et en Alberta. | 10. C'est à Niagara en Ontario.          |

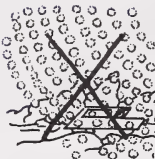








### Section 1: Activity 2

#### A. Workbook, *Exercice d'écoute A*, pages 142






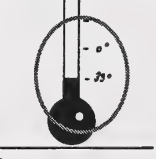



This exercise is submitted with the assignment.

#### B. Workbook, *Exercice d'écoute B*, page 143

**PARTIE 1**

**PARTIE 2**

C. Student text, *La voix des jeunes 1*, A. *École d'été*, pages 180 and 181

1. Bill: Mais qu'est-ce qu'il y a mon vieux?

Don: Eh bien...me voici en classe et mes amis, ils sont...

Bill: Ils sont tous en vacances, je suppose.

Don: Oui, comme **Doug Savich**. Il est **au Nouveau-Brunswick**. Hier, il est allé **au Festival acadien, à Moncton**, et aujourd'hui...

Bill: Arrête là! Je ne veux pas savoir!

Le professeur: Hé! Vous deux! Attention! Don, c'est ton tour. Quel temps fait-il **à Moncton** aujourd'hui?

Don: Euh...**à Moncton**, Madame? Euh...**il fait très froid**.

Le professeur: C'est ça. Alors, on est chanceux d'être ici, n'est-ce pas?

2. Bill: Mais qu'est-ce qu'il y a mon vieux?

Don: Eh bien...me voici en classe et mes amis, ils sont...

Bill: Ils sont tous en vacances, je suppose.

Don: Oui, comme **Yvette Legrand**. Elle est **en Colombie-Britannique**. Hier, elle est allée **à l'Exposition nationale du Pacifique, à Vancouver**, et aujourd'hui...

Bill: Arrête là! Je ne veux pas savoir!

Le professeur: Hé! Vous deux! Attention! Don, c'est ton tour. Quel temps fait-il **à Vancouver** aujourd'hui?

Don: Euh...**à Vancouver**, Madame? Euh...**il y a des averses**.

Le professeur: C'est ça. Alors, on est chanceux d'être ici, n'est-ce pas?

3. Bill: Mais qu'est-ce qu'il y a mon vieux?

Don: Eh bien...me voici en classe et mes amis, ils sont...

Bill: Ils sont tous en vacances, je suppose.

Don: Oui, comme **Suzanne Boyer et sa sœur Jackie**. Elles sont **à Terre Neuve**. Hier, elles sont allées **aux régates, à St-John's**, et aujourd'hui...

Bill: Arrête là! Je ne veux pas savoir!

Le professeur: Hé! Vous deux! Attention! Don, c'est ton tour. Quel temps fait-il **à St-John's** aujourd'hui?

Don: Euh...**à St-John's**, Madame? Euh...**c'est brumeux**.

Le professeur: C'est ça. Alors, on est chanceux d'être ici, n'est-ce pas?

4. Bill: Mais qu'est-ce qu'il y a mon vieux?

Don: Eh bien...me voici en classe et mes amis, ils sont...

Bill: Ils sont tous en vacances, je suppose.

Don: Oui, comme **Luat Chung et son frère Ken**. Ils sont **aux Territoires du Nord-Ouest**. Hier, ils sont allés **au tournoi de golf de minuit, à Yellowknife**, et aujourd'hui...

Bill: Arrête là! Je ne veux pas savoir!

Le professeur: Hé! Vous deux! Attention! Don, c'est ton tour. Quel temps fait-il **à Yellowknife** aujourd'hui?

Don: Euh...**à Yellowknife**, Madame? Euh...**il neige**.

Le professeur: C'est ça. Alors, on est chanceux d'être ici, n'est-ce pas?



5. Bill: Mais qu'est-ce qu'il y a mon vieux?  
 Don: Eh bien...me voici en classe et mes amis, ils sont...  
 Bill: Ils sont tous en vacances, je suppose.  
 Don: Oui, comme **Serge Gauthier et sa soeur Monique**. Ils sont à **l'Île-du-Prince Édouard**. Hier, ils sont allés **au Festival d'été, à Charlottetown**, et aujourd'hui...  
 Bill: Arrête là! Je ne veux pas savoir!

Le professeur: Hé! Vous deux! Attention! Don, c'est ton tour. Quel temps fait-il à **Charlottetown**, aujourd'hui?

Don: Euh...à **Charlottetown**, Madame? Euh...**il fait du vent**.

Le professeur: C'est ça. Alors, on est chanceux d'être ici, n'est-ce pas?

**D. Workbook, Exercice écrit 2, page 153**



**E. Workbook, Exercice écrit 3, page 154**

This exercise is submitted with the assignment.

**F. Student text, La voix des jeunes 1, B. Cartes postales, pages 182 and 183**

This exercise consists of oral practice only.

**G. Workbook, Exercice écrit 4, pages 155 and 156**

Answers will vary. Here are some possibilities.

2. Que c'est beau le Québec! Nous sommes allés à Sept-Îles et à Rimouski.
3. J'aime beaucoup le Nouveau-Brunswick. Je suis allée à Saint John et à Edmunston.

4. La Nouvelle-Écosse est vraiment une belle province. Nous sommes allés à Halifax et à Yarmouth.
5. Quelles belles vacances à l'Île-du-Prince Édouard. Je suis allé à Summerside et à Charlottetown.

From the Florida map:

Que c'est beau en Floride! Nous sommes allés à Miami et à Tampa.

### H. Student text, *Situation 1, A*, page 198

1. Le Cavalier arrive à Montréal à 7 30 (sept heures et demie) du matin.
2. Le Lakeshore arrive à Brockville à 13 39, c'est-à-dire à 1 h 39 de l'après-midi.
3. Le Bonaventure part de Belleville à 18 37, c'est-à-dire à 6 h 37 du soir.
4. Le Renaissance arrive à Kingston à 17 52, c'est-à-dire à 5 h 52 du soir.
5. L'Ontarian part d'Oshawa à 21 09, c'est-à-dire à 9 h 09 du soir.
6. Le York part de Dorval à 12 05 (midi cinq) de l'après-midi.

### I. Workbook, *Exercice d'écoute C*, page 144

1. Commencez ici. ➡

3. Commencez ici. ➡

2. Commencez ici. ➡

4. Commencez ici. ➡

5. Commencez ici. ➡

**J. Student module booklet, Comprehension Questions**

1. Serge et ses amis se rencontrent au centre commercial.
2. Ils parlent de leurs parents.
3. Ils sont tous partis en vacances.

**K. Workbook, Exercice écrit 5, page 157**

- |   |   |
|---|---|
| 1. Je suis allée au Québec.                 | 5. Diane et moi, nous sommes allées en vacances ensemble. |
| 2. Elles ne sont pas allées avec leur mère. | 6. Et toi, tu n'es pas allé à l'aéroport?                 |
| 3. Mon ami est allé à Toronto.              | 7. Ils ne sont pas allés à Paris cette année.             |
| 4. Vous n'êtes pas allés au cinéma?         | 8. Mes amis ne sont pas allés à Washington.               |

**Section 2: Activity 1****A. Workbook, Exercice d'écoute D, page 145****B. Student text, La voix des jeunes 1, D. À ton tour, page 185**

Answers will vary. You will have created conversations modelled on the examples given in the bubbles on page 185 of your text.



**C. Student module booklet, Comprehension Questions**

1. On achète un billet.
2. On achète un aller simple.
3. C'est un tarif de base.
4. On achète un aller retour.
5. On voyage en « Ambassadeur. »

**Student text, Situation 1, B, pages 198 and 199**

1. Un aller simple de Kingston à Montréal coûte 26 \$.
2. Un aller simple pour une personne de plus de 60 ans de Brantford à Toronto coûte 7 \$.
3. Un aller simple avec chambrette de Toronto à Sudbury coûte 59 \$.
4. Un aller simple avec chambre de Toronto à Moncton coûte 199 \$.
5. Une excursion aller et retour (2 à 5 jours) en voiture Club Deluxe de Kingston à Ottawa coûte 48 \$.

**D. Workbook, Exercice d'écoute E, page 146**

This exercise is submitted with the assignment.

**E. Student module booklet, Comprehension Questions**

1. Mario et ses amis sont allés à Québec.
2. Ils regardent des brochures de leur voyage.
3. Mario taquine ses amis.
4. Il taquine ses amis devant leurs ami(e)s.

**F. Workbook, Exercice écrit 6, page 158**

The exclamation part of the sentence is variable. You may interchange these expressions as you like. The ones listed here are suggestions only. The first part of the answer is not changeable, because it depends on the pictures given as clues.

2. Visitez Québec à bicyclette. Vous serez enchanté!
3. Venez à Ottawa par le train. C'est super!
4. Faites le tour de Toronto en autobus. C'est fantastique!
5. Visitez Montréal en calèche. Vous vivrez une expérience unique!
6. Venez aux Bahamas en bateau. C'est formidable!

**G. Workbook, Exercice écrit 7, page 159**

emplois d'été	
1. Marie-Josée	dans une pizzeria (exemple)
2. Gérard	dans un magasin
3. Serge et Philippe	dans un restaurant
4. Caroline	dans une station-service
5. Suzanne et Véronique	dans un parc
6. Roger et Hélène	dans un supermarché
7. Charles	dans un bureau
8. Brigitte et Martin	dans un cinéma

1. Elle a travaillé dans une pizzeria. (exemple)
2. Gérard a travaillé dans un magasin.
3. Serge et Philippe ont travaillé dans un restaurant.
4. Caroline a travaillé dans une station-service.
5. Suzanne et Véronique ont travaillé dans un parc.
6. Roger et Hélène ont travaillé dans un supermarché.
7. Charles a travaillé dans un bureau.
8. Brigitte et Martin ont travaillé dans un cinéma.

**H. Workbook, Exercice d'écoute F, page 147**

- |        |        |        |
|--------|--------|--------|
| 1. 4 O | 4. 6 Y | 7. 2 E |
| 2. 5 N | 5. 3 O | 8. 4 A |
| 3. 3 B | 6. 5 G | 9. 4 V |

Mystery expression: BON VOYAGE

**Section 2: Activity 2****A. Student text, La voix des jeunes 1, F. Ça continue!, page 187**

This exercise consists of oral practice with no written component.

**B. Workbook, Exercice écrit 8, page 160**

This exercise is submitted with the assignment.

**C. Workbook, Exercice écrit 9, page 161**

Answers will vary, but you should have followed the format shown in the workbook. Also, you should have used *ce*, *cet*, *cette*, or *ces*, and indicated a price. Here are some possible answers.

Motorcycle picture:

À vendre  
Cette motocyclette est en bon état.  
1000 \$

Car picture:

Voiture de seconde main/Auto d'occasion  
Ce bon prix au premier venu  
Téléphonez 123-4567  
8000 \$

Stereo picture:

Solde  
Ce stéréo est à prix réduit du lundi au samedi la  
semaine prochaine.  
600 \$

Records picture:

Ces disques à vendre  
Rabais de 70%  
Plusieurs artistes  
5 \$

House picture:

Cette maison est à louer.  
6 chambres à coucher  
4 salles de bains  
900 \$ par mois

Airplane picture:

Gagnez ce voyage pour deux sur  
Billets en vente chez Eaton.  
1200 \$

**D. Workbook, Exercice d'écoute G, page 148**

**E. Student text, *La voix des jeunes 1*, G. Rêves romantiques, page 188**

This exercise consists of oral practice only.

**F. Workbook, *Exercice écrit 10*, page 162**

Answers will vary. Earnings and expenses should be listed and totalled correctly.

**G. Student text, *Situation 1*, C, page 199**

1. Voulez-vous voyager le matin, l'après-midi, ou le soir?  
(d) Le matin, s'il vous plaît. (exemple)
2. À quelle heure voulez-vous partir?  
(i) Vers 7 h.
3. C'est pour combien de personnes?  
(h) Pour une personne.
4. C'est pour un adulte, un enfant ou une personne âgée de 60 ans ou plus?  
(a) Une personne de 65 ans.
5. Voulez-vous un billet aller et retour?  
(j) Non, un billet simple, s'il vous plaît.
6. Voulez-vous voyager en première classe ou en classe économique?  
(b) En première classe, s'il vous plaît.
7. Quel est votre nom de famille et votre prénom?  
(e) C'est Leduc, Anne.
8. Est-ce que vous payez comptant, avec une carte de crédit ou par chèque?  
(c) Avec une carte de crédit.
9. Quelle sorte de carte de crédit avez-vous?  
(g) Mastercard™.
10. Quel est le numéro de la carte?  
(f) C'est 5789 4397 5539 3750.

**Section 3: Activity 1****A. Student text, *La voix des jeunes 1*, H. À ton tour, page 189**

Your paragraphs should follow the basic patterns illustrated by the examples in the text, page 189.









































**B. Student module booklet, Comprehension Questions**

1. Il va se coucher de bonne heure.
2. Elle veut se reposer dans le bain tourbillon.
3. Jason a faim.



4. Il veut manger tout de suite.
5. Elle veut nager avant de souper.
6. Il a réservé deux chambres.
7. Parce que M. Paquette n'a pas confirmé sa réservation.
8. L'hôtel peut lui donner une chambre à deux lits avec deux lits supplémentaires.
9. La chambre coûte 190 \$ la nuit.
10. Elle pense que c'est absurde.
11. Parce que toutes les tables au restaurant sont réservées.
12. Parce que la piscine et le bain tourbillon sont fermés.
13. La chambre est au rez-de-chaussée.
14. Il y a un concert rock dans la salle Gabrielle Roy.
15. La sœur de Jason est contente (et Jason aussi).
16. Le père, Robert Paquette, n'est pas content.

**C. Workbook, Exercice d'écoute H, page 149**

	IL	ELLE	ILS	ELLES
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				

**Section 3: Activity 2**

**A. Student text, *La voix des jeunes II*, A. Tout est prêt?, page 192**

1. Yvette: Nicole, vérifions si tout est prêt pour l'échange.  
 Nicole: Euh...d'accord. Où est ma liste?  
 Yvette: Commençons par Lonnie. Est-ce qu'il a fait les réservations?  
 Nicole: Les réservations? Quelles réservations?...Où est ma liste?  
 Yvette: Pour le banquet avant le départ! Tu t'en souviens?  
 Nicole: Ah! Voici ma liste!...Oh! Ces réservations-là! Ne t'inquiète pas. Tout est prêt. Il a réservé soixante places pour la soirée.

2. Yvette: Nicole, vérifions si tout est prêt pour l'échange.  
 Nicole: Euh...d'accord. Où est ma liste?  
 Yvette: Commençons par Neelam. Est-ce qu'elle a fait les décorations?  
 Nicole: Les décorations? Quelles décorations?...Où est ma liste?  
 Yvette: Pour la partie samedi soir! Tu t'en souviens?  
 Nicole: Ah! Voici ma liste!...Oh! Ces décorations-là! Ne t'inquiète pas. Tout est prêt. Elle a décoré toute la salle.
3. Yvette: Nicole, vérifions si tout est prêt pour l'échange.  
 Nicole: Euh...d'accord. Où est ma liste?  
 Yvette: Commençons par Claudine et Jason. Est-ce qu'ils ont fait les billets?  
 Nicole: Les billets? Quels billets?...Où est ma liste?  
 Yvette: Pour le tirage à la danse! Tu t'en souviens?  
 Nicole: Ah! Voici ma liste!...Oh! Ces billets-là! Ne t'inquiète pas. Tout est prêt. Ils ont acheté le prix aussi.
4. Yvette: Nicole, vérifions si tout est prêt pour l'échange.  
 Nicole: Euh...d'accord. Où est ma liste?  
 Yvette: Commençons par Crystal et Connie. Est-ce qu'elles ont fait les affiches?  
 Nicole: Les affiches? Quelles affiches?...Où est ma liste?  
 Yvette: Pour la séance d'accueil! Tu t'en souviens?  
 Nicole: Ah! Voici ma liste!...Oh! Ces affiches-là! Ne t'inquiète pas. Tout est prêt. Elles ont dessiné de très belles affiches.

**B. Workbook, Exercice écrit 11, page 163**

This exercise is submitted with the assignment.

**C. Student text, La voix des jeunes II, B. On part!, page 193**

This exercise consists of oral practice.

**D. Workbook, Exercice écrit 12, page 164**

T	U	A	S	F	a	i	†	L	A	L	E
S	S	i	✓	e.	M	O	I,	J'	A	I	F
A	I	T	L	E	S	c	o	u	R	S	E
S.	V	O	U	S	A	v	e	z	F	A	I
T	L	E	M	É	N	a	g	e	,N'	E	S
T-	C	E	P	A	S?	M	O	N	F	R	È
R	E	E	T	m	o	i	,N	O	U	S	A
V	o	n	s	F	A	I	T	L	A	V	A
i	s	s	E	L	L	E.	M	A	I	S	T
U	N'	A	S	p	a	s	F	A	I	T	L
E	S	v	a	l	I	S	E	S.	E	T	M
O	I,	J	E	n'	a	i	P	A	S	F	A
I	T	L	E	S	B	I	L	L	e	†	s.

1. Tu as fait la lessive.
2. Moi, j'ai fait les courses.
3. Vous avez fait le ménage, n'est-ce pas?
4. Mon frère et moi, nous avons fait la vaisselle.
5. Mais tu n'as pas fait les valises.
6. Et moi, je n'ai pas fait les billets.

**E. Student text, *Situation 2, A*, page 204**

1. C'est pour quand?  
(b) Pour le 5 mai. (exemple)
2. Quel est le prix d'une chambre pour deux personnes?  
(g) Ça dépend. Elles sont de 90 \$ à 158 \$.
3. C'est pour combien de nuits?  
(e) Pour trois nuits.
4. Quelle est l'heure de départ?  
(h) Midi.
5. À combien de minutes est l'hôtel de la gare?  
(i) À 20 minutes de la gare.
6. Est-ce qu'il y a une piscine à l'intérieur?  
(k) Non, la piscine est à l'extérieur.
7. Est-ce qu'il y a une salle d'exercices?  
(d) Mais oui. On a tout l'équipement nécessaire, c'est-à-dire, une série de poids, un appareil grimpeur et des matelas d'acrobatie.
8. À quelle heure est-ce que vous pensez arriver?  
(a) Vers 5 h de l'après-midi.
9. À quel étage est la chambre?  
(c) Au dixième étage.
10. Est-ce qu'il y a des divertissements dans l'hôtel?  
(f) Mais naturellement. On a une discothèque et des boutiques.
11. Est-ce que l'hôtel est à proximité des magasins?  
(j) Oui. Il y a un centre commercial au fond de la rue.

**F. Student text, *La voix des jeunes II, C. En route*, pages 194 and 195**

This exercise consists of oral practice.

**G. Workbook, *Exercice écrit 13*, page 165**

- |   |  |
|---|--|
| 2. J'ai fait la lessive!                          | 5. Elle a fait les sandwichs, pas moi.         |
| 3. Nous avons fait le ménage.                     | 6. Eh bien! Tu n'as pas fait les réservations? |
| 4. Ah ça, mais! Vous n'avez pas fait les valises? | 7. Ils ont fait les décorations!               |

**H. Workbook, Exercice écrit 14, pages 166 and 167**

Answers will vary. You were to have written a letter to reserve a room in a hotel.

**I. Student text, Situation 2, B, pages 204 and 205**

This will be a script, titled *Réservation sur un hôtel*, for a telephone call to reserve a room in a hotel.

**Section 4: Activity 1****A. Workbook, Exercice d'écoute I, page 150**

This exercise is submitted with the assignment.

**B. Student text, La voix des jeunes II, D. À ton tour, page 195**

This exercise is submitted with the assignment.

**C. Student text, Super-expressions, A, page 191**

Answers may vary.

- |                 |                                   |
|-----------------|-----------------------------------|
| 1. J'arrive!    | 3. Alors, on y va?                |
| 2. On est prêt? | 4. Comment dit-on ça en français? |

**D. Student text, Super-expressions, B, page 191**

Answers may vary.

- |                                   |  |
|-----------------------------------|--|
| 1. Alors, on y va?                | 3. On est prêt?                        |
| 2. Comment dit-on ça en français? | 4. J'arrive! <b>ou</b> Alors, on y va? |

**E. Student text, Coin de lecture, A. Qui a fait quoi?, page 213**

- |                     |   |
|---------------------|---|
| a) C'était Doug.    | e) C'était Jason.                       |
| b) C'était Jason.   | f) C'était Paul.                        |
| c) C'était Paul.    | g) C'était Doug.                        |
| d) C'était Thérèse. | h) C'était Doug Savich, et puis Lonnie. |

**F. Student text, Coin de lecture, B. Ton opinion, s'il te plaît, page 213**

This exercise consists of oral practice only.

**G. Student module booklet, Comprehension Questions**

- |  |   |
|--|---|
| 1. Nicole est serveuse.                            | 8. La bisque de fruits de mer a des moules et des pétoncles, mais pas de crevettes. |
| 2. Elle travaille dans un restaurant très élégant. | 9. Il n'aime pas le homard.   |
| 3. Il est 7 h du soir.                             | 10. Le rosbif est saignant.   |
| 4. Un client difficile entre dans le restaurant.   | 11. Il aime le rosbif préparé à point.  |
| 5. Il préfère la section non-fumeurs.              | 12. Une cliente difficile entre (arrive).   |
| 6. Il n'aime pas la table près de la fenêtre.      |   |
| 7. Il aime la table près de la cuisine.            |   |



**H. Student text, Situation 3, A, page 208**

The picture's number is the first in each of the following pairs; the second number is the sentence.

- |       |      |
|-------|------|
| 1. 5  | 6. 2 |
| 2. 3  | 7. 9 |
| 3. 7  | 8. 8 |
| 4. 10 | 9. 1 |
| 5. 4  |      |

**I. Student text, Situation 3, B, page 209**

Some questions have more than one possible answer.

- Hum...je voudrais l'escalope de veau. **ou** Non, pas encore.
- La soupe à l'oignon est délicieuse.
- Hum...je voudrais l'escalope de veau.
- Non pas encore. **ou** Oui. Pour commencer, je vais prendre des escargots. **ou** Oui, un Dubonnet, s'il vous plaît. **ou** Oui, un cappuccino pour moi et un café espresso pour mon ami. **ou** Les crêpes Suzettes pour deux, s'il vous plaît. **ou** Hum...je voudrais l'escalope de veau.
- Mais oui. Bien sûr. On dit que vous avez de bons vins. **ou** Non, pas encore.
- Les crêpes Suzettes pour deux, s'il vous plaît.
- Oui, un cappuccino pour moi et un café espresso pour mon ami. **ou** Non, pas encore.
- Oui. Tout de suite, monsieur. **ou** Oui, madame.... Voilà, madame.
- Oui. Tout de suite, monsieur. **ou** Oui, madame.... Voilà, madame.
- C'était très bon! Vous avez un chef superbe!

**J. Student text, Situation 3, C, page 210**

Answers will vary. Your dialogue should include phrases like those provided in exercises A, B, and C, and items from the menu on page 210. Your dialogue should be a realistic discussion between you and the waiter or waitress.

**Section 4: Activity 2****A. Student text, Méli-Mélo, B. Ah, les touristes!, page 190**

Answers will vary. Here are possible requests for directions, and possible answers.

- Le Forum (exemple):

Une personne: Excusez-moi, monsieur. Pour aller **au Forum**, s'il vous plaît?

Moi: Eh bien.... Sortez à la rue Mansfield. Tournez à droite et allez jusqu'à la rue Ste-Catherine, puis tournez à gauche. Continuez tout droit jusqu'à la rue Closse. Le Forum est là, à votre droite.

- Une personne: Excusez-moi mademoiselle. Pour aller à la Place Bonaventure, s'il vous plaît?

Moi: Eh bien.... Sortez à la rue Mansfield. Tournez à gauche et allez tout droit. La Place Bonaventure est à votre gauche.

- Une personne: Excusez-moi madame. Pour aller à la Cathédrale Marie-Reine-du-Monde, s'il vous plaît?

Moi: Eh bien.... Tournez à gauche à la rue Mansfield et la cathédrale est en face.

4. Une personne: Excusez-moi monsieur. Pour aller au YMCA de Montréal, s'il vous plaît?  
 Moi: Eh bien.... Sortez à la rue Mansfield. Tournez à droite et allez jusqu'à la rue Ste-Catherine, puis tournez à gauche. Continuez tout droit jusqu'à la rue Stanley. Le YMCA est à votre droite.

**B. Student text, *Méli-Mélo*, A, page 189**

1. Elle a acheté le chapeau de cow-boy en Alberta.
2. Elle a acheté l'épingle *bison* au Manitoba.
3. Elle a acheté « les bottines pour les oies » en Saskatchewan.
4. Elle a acheté le tablier en Terre-Neuve.
5. Elle a acheté les pantoufles amérindiennes au Yukon (ou en Colombie-Britannique).
6. Elle a acheté la bague sertie de jade en Colombie-Britannique.
7. Elle a acheté la sculpture en pierre de savon aux Territoires du Nord-Ouest.
8. Elle a acheté la figurine d'Évangéline en Nouvelle-Écosse.
9. Elle a acheté la réplique de la maison *Green Gables* à l'Île-du-Prince-Édouard.
10. Elle a acheté le chapeau en fourrure de castor en Ontario.

**C. Workbook, *Exercice écrit 15*, page 168**

Here are the items classified into the available slots. *Consommé de boeuf* is not really a *potage* (thick hearty soup).

**Apéritifs**

Dubonnet  
 Martini  
 Eau Perrier

**Plats Principaux**

Filet mignon  
 Carré d'agneau  
 Ragoût de boeuf

**Potages**

Soupe à l'oignon  
 Bisque de fruits de mer  
 Consommé de boeuf

**Desserts**

Mousse au chocolat  
 Crème au caramel  
 Crêpes Suzette

**D. Student text, *Interaction*, page 214**

This exercise is submitted with the assignment.

## **NOTES**

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